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SMITH COLLEGE BULLETIN

1997-98 CATALOGUE



Notice of Nondiscrimination

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith's admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Carmen Santana-Melgoza, Director of Institutional Diversity, College Hall #3, (413) 585-2141.

SMITH COLLEGE BULLETIN

(USPS 499-020) Series 91 September 1997
Number III

Printed monthly during January, April, September (two issues). Office of College Relations, Garrison Hall, Smith College, Northampton, Massachusetts 01063. Periodical postage paid at Northampton, Massachusetts. Postmaster: send address changes to Smith College, Northampton, Massachusetts, 01063

All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

25.5M2444-8/97

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Smith College
Northampton, Massachusetts 01063
(413) 584-2700

Campus Security Act Report

The annual Campus Security Act Report contains information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual Campus Security Act Report are available from the Department of Public Safety, Neilson Library B/54, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to Sharon Rust, Director of Public Safety, at (413) 585-2490.

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Smith College
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(413) 552-3100

Contents

How to Get to Smith	iv
Inquiries and Visits	v
Academic Calendar	vi
History of Smith College	1
The Academic Program	7
Smith: A Liberal Arts College	7
The Curriculum	7
The Major	8
The Minor	9
Five College Certificate Programs	9
Advising	9
Academic Honor System	10
Special Programs	10
Accelerated Course Programs	10
The Ada Comstock Scholars Program	10
Community Auditing: Nonmatriculated Students	11
Five College Interchange	11
Departmental Honors Program	11
Independent Study Projects/Internships	11
Smith Scholars Program	12
Study Abroad Programs	12
Smith College Junior Year Abroad Programs	13
Consortial Study Abroad Programs	14
Independent Study Abroad	15
Other Off-Campus Study Programs	16
The Campus and Campus Life	17
Facilities	17
Student Residence Houses	20
Intercollegiate Athletics, Intramurals and Club Sports	21
Career Development	21
Health Services	21
Religious Expression	22
The Student Body	23
Summary of Enrollment, 1996–97	23
Geographical Distribution of Students, 1996–97	24
Majors, 1996–97	25
Academic Achievements, Prizes and Awards	27
Fees, Expenses and Financial Aid	33
Fees and Expenses	33
Your Student Account: Your Obligation	37
Contractual Limitations	37
Payment Plans and Loan Options	40
Financial Aid	40
Admission	43
Secondary School Preparation	43
Entrance Tests	43
Applying for Admission	44
Advanced Placement	44

First-Year Students' Admission Deadline Dates	45
International Baccalaureate	45
Interview	45
Deferred Entrance	45
Deferred Entrance for Medical Reasons	46
Transfer Admission	46
International Students	46
Visiting Year Programs	46
Readmission	47
Ada Comstock Scholars Program	47
Academic Rules and Procedures	49
Requirements for the Degree	49
Election of Courses	49
Academic Credit	51
Academic Standing	53
The Age of Majority	53
Leaves, Withdrawal and Readmission	54
Graduate Study	56
Admission	56
Residence Requirements	57
Leaves of Absence	57
Degree Programs	57
Nondegree Studies	61
Housing and Personal Services	62
Finances	62
Financial Aid	63
Changes in Course Registration	64
Policy Regarding Completion of Required Course Work	64
Courses of Study, 1997-98	65
Deciphering Course Listings	67
Afro-American Studies	70
American Studies	74
Ancient Studies	79
Anthropology	81
Archaeology	87
Art	88
Astronomy	103
Biochemistry	107
Biological Sciences	109
Chemistry	120
Classical Languages and Literatures	125
Comparative Literature	129
Computer Science	134
Dance	138
East Asian Languages and Literatures	148
East Asian Studies	154
Economics	157
Education and Child Study	164
Engineering	173
English Language and Literature	174
Environmental Science	184
Ethics	185

Exercise and Sport Studies	186
Film Studies	195
Foreign Language Literature Courses in Translation	198
French Language and Literature	199
Geology	207
German Studies	211
Government	216
History	227
History of the Sciences	238
International Relations	240
Interterm Courses Offered for Credit	242
Italian Language and Literature	243
Jewish Studies	246
Latin American and Latino/a Studies	249
Logic	252
Marine Sciences	254
Mathematics	255
Medieval Studies	261
Music	264
Neuroscience	273
Philosophy	274
Physics	280
Political Economy	283
Psychology	284
Public Policy	291
Religion and Biblical Literature	293
Russian Language and Literature	303
Science Courses for Beginning Students	306
Sociology	307
Spanish and Portuguese	312
Theatre	320
Third World Development Studies	328
Urban Studies	330
Women's Studies	331
Interdepartmental and Extradepartmental Course Offerings	338
Five College Course Offerings by Five College Faculty	339
Five College Certificate in African Studies	347
Five College Certificate in International Relations	348
Five College Certificate in Latin American Studies	349
Five College Certificate in Middle East Studies	350
Five College Self-Instructional Language Program	351
The Athletic Program	352
Directory	354
The Board of Trustees	354
The Board of Counselors	355
Faculty	355
Administration	381
Standing Committees	384
Alumnae Association	385
Index	386
Class Schedule	inside back cover

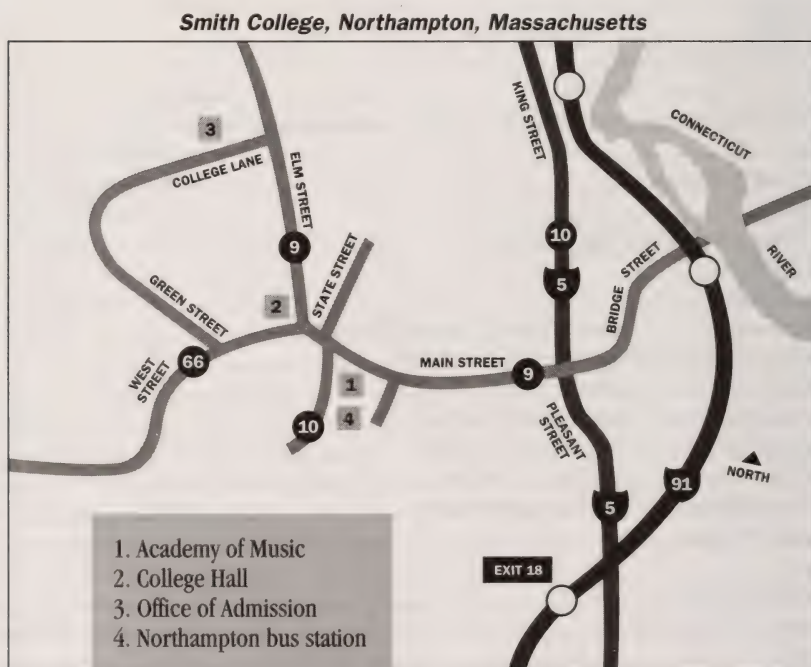
How to Get to Smith

By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound, Vermont Transit and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through three sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.



Smith College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, pp. vi–vii, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone or interview.

Admission

Nanci Tessier, *Director of Admission*
7 College Lane
(413) 585-2500

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please call the Office of Admission for specific times.

Financial Aid and Campus Jobs for Undergraduates

Myra Baas Smith, *Director of Financial Aid*
College Hall 10
(800) 221-2579, January 15–June 15
(Monday–Thursday 2–9 p.m. Eastern time,
Friday 2–4:30 p.m.)
(413) 585-2530, 8:30 a.m.–4:30 p.m.

Members of the Office of Financial Aid staff are available to answer questions about any aspect of financial aid and student assistance.

Payment of Bills

Anthony Symanski, *Controller*
College Hall 9

Academic Standing

Maureen A. Mahoney, *Dean of the College*
College Hall 21

Velma Garcia, *Dean of the First-Year Class*
Mary Philpott, *Dean of the Sophomore and Junior Classes*
Donald B. Reutener, *Dean of the Senior Class*
College Hall 23
Catherine Hutchison, *Associate Dean for International Study*

Ada Comstock Scholars Program

Eleanor B. Rothman, *Director*
College Hall 32

Students Affairs

Nancy Asai, *Associate Dean for Student Affairs/Residence*
College Hall 24

Career Planning and Alumnae References

Barbara Reinhold, *Director of Career Development Office*
Drew Hall

Medical Services and Student Health

Leslie R. Jaffe, *College Physician and Director of Health Services*
Elizabeth Mason Infirmary, 69 Paradise Road

Transcripts and Records

Patricia O'Neil, *Registrar*
College Hall 6

College Relations

B. Ann Wright, *Chief Public Affairs and College Relations Officer*
Garrison Hall

Advancement

J. Carey Bloomfield, *Chief Advancement Officer*
Stoddard Hall Annex

Graduate Study

Margaret Anderson, *Director*
College Hall 3

School for Social Work

Anita Lightburn, *Dean*
Lilly Hall

Alumnae Association

Carrie Staples Cadwell, *Executive Director*
(413) 584-2985

Academic Calendar, 1997–98

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period.

SEPTEMBER 1997

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

First Semester

Saturday, August 30, 9 a.m.—4 p.m.—Central check-in for entering students

Tuesday, September 2, 9 a.m.—4 p.m.—Central check-in for returning students

Wednesday, September 3, 7:30 p.m.—Opening Convocation

Thursday, September 4, 8 a.m.—Classes begin

OCTOBER 1997

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

To be announced by the president—Mountain Day (morning and afternoon classes canceled)

Saturday, October 11—Tuesday, October 14—Autumn recess

Friday, October 24—Sunday, October 26—Family Weekend

NOVEMBER 1997

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Thursday, November 6—Otelia Cromwell Day (afternoon and evening classes canceled)

Monday, November 10—Friday, November 21—Advising and course registration for the second semester of 1997–98

Wednesday, November 26—Sunday, November 30—Thanksgiving recess

DECEMBER 1997

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Thursday, December 11—Last day of classes

Friday, December 12—Monday, December 15—Pre-examination study period

Tuesday, December 16—Friday, December 19—Midyear examinations

Saturday, December 20—Sunday, January 4—Winter recess

JANUARY 1998

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Interterm Period

Monday, January 5 through Saturday, January 24, 1998

Second Semester

Monday, January 26, 8 a.m.—Classes begin

Monday, January 26—All-college meeting

FEBRUARY 1998

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Wednesday, February 18—Rally Day exercises
(all classes canceled)

MARCH 1998

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Saturday, March 14—Sunday, March 22—Spring recess

APRIL 1998

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Monday, April 6—Friday, April 17—Advising and course registration for the first semester of 1998–99

MAY 1998

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Friday, May 1—Last day of classes

Saturday, May 2—Monday, May 4—Pre-examination study period

Tuesday, May 5—Friday, May 8—Final examinations

Sunday, May 17—Commencement

_____ : The college is not in session.



History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

The college began more than a hundred years ago in the conscience of a New England woman. The sum of money used to buy the first land, erect the first buildings and begin the endowment was the bequest of Sophia Smith. When she inherited a large fortune at age 65, Sophia Smith decided, after much deliberation and advice, that leaving her inheritance to found a women's college was the best way for her to fulfill the moral obligation she expressed so eloquently in her will:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laureus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system that, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best

colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to more than \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of \$1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to increase faculty salaries substantially and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton also contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of students their sensitivity both to other cultures and to an important new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights movement, the students' rights movement and the anti-war movement take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men, and Yale, Princeton and Dartmouth to accept women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college, the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke

ground for new indoor and outdoor track and tennis facilities. President Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain, reflecting the students' religious and ethnic variety. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In her decade as president, Mary Maples Dunn led the college through exciting and challenging times. During her tenure, the college raised more than \$300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while holding the quality of those applicants steady) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In December 1994 Ruth Simmons was chosen as Smith's ninth president. Trustee Kate Webster said Simmons brings to Smith "a unique blend of organizational and academic experience, intellectual curiosity, energy and a strong commitment to women's education." With a long and distinguished career in higher education behind her, Simmons is the first African-American woman to head any top-ranked American college or university.

Today the college continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, now a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses with their own common rooms, a happy survivor of the original "cottage" plan. The faculty and administration are still composed of both men and women, thus exemplifying a professional community where the two sexes work together with respect. The teaching is still as challenging as it is at the best coeducational colleges. And while Smith's basic curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women—offering majors or interdepartmental programs in computer science, women's studies, Third World development, neuroscience, film studies, Latin American studies, history of the sciences and other emerging fields. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.

The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

Kurt Koffka, Ph.D.

Psychology

1927–32

G. Antonio Borgese, Ph.D.

Comparative Literature

1932–35

Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.

English

Second semester, 1937–38

Alfred Einstein, Dr. Phil.

Music

First semester, 1939–40; 1949–50

George Edward Moore, D.Litt., LL.D.

Philosophy

First semester, 1940–41

Karl Kelchner Darrow, Ph.D.

Physics

Second semester, 1940–41

Carl Lotus Becker, Ph.D., Litt.D.

History

Second semester, 1941–42

Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)

Botany

1942–43

Edgar Wind, Ph.D.

Art

1944–48

David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.

English

First semester, 1946–47

David Mitrany, Ph.D., D.Sc.

International Relations

Second semester, 1950–51

Pieter Geyl, Litt.D.

History

Second semester, 1951–52

Wystan Hugh Auden, B.A.

English

Second semester, 1952–53

Alfred Kazin, M.A.

English

1954–55

Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.)

Astronomy

First semester, 1956–57

Philip Ellis Wheelwright, Ph.D.

Philosophy

Second semester, 1957–58

Karl Lehmann, Ph.D.

Art

Second semester, 1958–59

Alvin Harvey Hansen, Ph.D., LL.D.

Economics

Second semester, 1959–60

Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)

Physics

First semester, 1960–61

Eudora Welty, B.A., Litt.D.

English

Second semester, 1961–62

Dénes Bartha, Ph.D.

Music

Second semester, 1963–64

Dietrich Gerhard, Ph.D.

History

First semester, 1967–68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)

Chemistry

Second semester, 1967–68

Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)

Art

Second semester, 1968–69

Robert A. Nisbet, Ph.D.

Sociology and Anthropology

First semester, 1971–72

Louise Cuyler, Ph.D.

Music

Second semester, 1974–75

Herbert G. Gutman, Ph.D.

American Studies

1977–78

Renée C. Fox, Ph.D., Litt.D. (Hon.)

Sociology and Anthropology

First semester, 1980–81

Auguste Anglès, Docteur ès Lettres French

First semester, 1981–82

Victor Turner, Ph.D.

Religion and Biblical Literature

First semester, 1982–83

Robert Brentano, D. Phil.

History

First semester, 1985–86

Germaine Brée, Ph.D.

Comparative Literature

Second semester, 1985–86

Carsten Thomassen, Ph.D.

Mathematics

First semester, 1987–88

Charles Hamilton, J.D., Ph.D.

Government

Second semester, 1988–89

Triloki Nath Madan, Ph.D.

Anthropology

First semester, 1990–91

Armstead L. Robinson, Ph.D.

Afro-American Studies

First semester, 1991–92

Sheila S. Walker, Ph.D.

Afro-American Studies

Second semester, 1991–92

Roy S. Bryce-Laporte, Ph.D.

Sociology

First semester, 1993–94

Trinh T. Minh-ha, Ph.D.

Women's Studies

Second semester, 1993–94

Rey Chow, Ph.D.

Comparative Literature

Second semester, 1995–96

June Nash, Ph.D.

Latin American Studies

First semester, 1996–97

Judith Plaskow, Ph.D.

Women's Studies and Jewish Studies

Second semester, 1996–97

Charles Mitchell, M.A.

Art History

1974–75

Felix Gilbert, Ph.D.

History

1975–76

Giuseppe Billanovich, Dottore di Letteratura Italiana

Italian Humanism

Second semester, 1976–77

Jean. J. Seznec, Docteur ès Lettres

French

Second semester, 1977–78

Hans R. Guggisberg, D.Phil.

History

First semester, 1980–81

Alistair Crombie, Ph.D.

History of Science

Second semester, 1981–82

John Coolidge, Ph.D.

Architecture and Art History

Second semester, 1982–83

Howard Mayer Brown, Ph.D.

Music

First semester, 1983–84

Hendrik W. van Os, Ph.D.

Art

First semester, 1987–88

George Kubler, Ph.D.

Art

Second semester, 1989–90

Susan Donahue Kuretsky, Ph.D.

Art

Second semester, 1991–92

Diane De Grazia, Ph.D.

Art

Second semester, 1993–94

Larry Silver, Ph.D.

Art

First semester, 1994–95

Andrée Hayum, Ph.D.

Art

Second semester, 1994–95

Mark P.O. Morford, Ph.D.

Classical Languages and Literatures

1995–96

Kenneth R. Stow, Ph.D.

Jewish Studies

1996–97

The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their long-standing devotion to Smith College, has been held by the following distinguished scholars:

The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing "the *discipline* and *furniture* of the mind: expanding its powers, and storing it with knowledge," to which was added, "The former of these is, perhaps, the more important of the two." At many liberal arts colleges today this ideal is understood as implying both *breadth* and *depth* in each student's course of studies, as well as the acquisition of crucial *skills* in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it "is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it."

In the spirit of "individual liberty [and] largeness of opportunity" Smith College has since 1970 had no distribution requirements for graduation. In the interest of "discipline" each student must complete a major, to give *depth* to her studies, while to guarantee *breadth* she must take at least 64 credits outside her major. As for "system" the college assigns each student a faculty member as

academic adviser, and strongly recommends that students "pursue studies in the seven major fields of knowledge" listed below. Indeed, for students entering in 1994 or later and graduating in 1998 or later, breadth is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see below, and p. 27). The goal remains today what it was for our early dean, "to train minds to a symmetrical culture, endowed with strength and firmness, stimulated by ambition and a consciousness of freedom, united with an enlightened sense of proportion."

The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

- 1) *Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
- 2) *Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
- 3) *Social science*, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
- 4) *Natural science*, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
- 5) *Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;
- 6) *The arts*, because they constitute the media

through which people have sought, through the ages, to express their deepest feelings and values;

- 7) *A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture and makes possible communication outside one's own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Requirements and Expectations

Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course. (The list of such courses, approved by the Committee on Academic Policy, is made available at the time of registration for each semester.) There are *no* further required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least half of her courses outside of the major. Furthermore, students who wish to become eligible for Latin Honors (see p. 27) at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed above. Each student has the freedom and responsibility to choose, with the help of academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student's program requires from 36 to 48 credits (except biochemistry, which requires 53 credits) in a departmental major and 64 credits outside the major department for a total of 128 credits. The remainder of the program, usually 16 to 28 credits, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department. Each student must select a major in the fall or

spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	German Studies
Anthropology	Government
Art	History
Astronomy	Italian Language and Literature
Biological Sciences	Mathematics
Chemistry	Music
Classical Languages and Literatures	Philosophy
Computer Science	Physics
Dance	Psychology
Economics	Religion and Biblical Literature
Education and Child Study	Russian Language and Literature
English Language and Literature	Sociology
French Language and Literature	Spanish and Portuguese
Geology	Theatre

Interdepartmental majors are offered in the following areas:

American Studies	Latin American Studies
Ancient Studies	Medieval Studies
Biochemistry	Women's Studies
Comparative Literature	

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major in more than one department or program, subject to the approval of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the senior class. Student-designed majors should differ significantly from existing majors.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates.

The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology	Logic
East Asian Studies	Marine Sciences
Engineering	Neuroscience
Environmental Science	Political Economy
Ethics	Public Policy
Film Studies	Third World
History of the Sciences	Development
International Relations	Studies
Jewish Studies	Urban Studies

Students also may design their own interdepartmental minors with the advice of two faculty members from more than one department or program. Approval must be granted by each of the departments or programs concerned and by the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. Student-designed minors should differ significantly from existing minors.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs in African studies and international relations require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

Advising

Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a departmental or interdepartmental minor will have the guidance of a faculty adviser who represents the disciplines, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the advisers listed on page 173.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Faculty and staff members who have agreed to serve are: Bill Brandt, director of Physical Plant; Ruth Constantine, chief financial officer and treasurer; Chris Hannon, coordinator of public services and head of the reference department, Neilson Library; Mahnaz Mahdavi, Department of Economics; and Gaynelle Weiss, director of the Smith Management Program.

Premedical and Prehealth Professions Advising

Students who wish to prepare for a career in the health professions have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 119 for important information.

Prelaw Advising

The prelaw adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the prelaw adviser about her objectives and her academic program.

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by

moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Programs

Students having a cumulative average of 3.0 (B) may request permission from the administrative board to complete the requirements for the degree in six or seven semesters. Petitions should be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 credits), including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year must file her acceleration proposal by the end of the first year. A maximum of 32 credits may be accumulated toward the degree through a combination of Advanced Placement and summer-school credit. Students whose acceleration plans include courses to be taken during Interterm should be aware that these courses are limited both in number and in enrollment, and cannot be guaranteed as part of the acceleration plan.

The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows women of nontraditional age to complete a bachelor of arts degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, special orientation programs, peer advising, a center for the exclusive use of participants in the program, and some housing.

Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

For information about application procedures, see page 47. Information about expenses and how to apply for financial aid can be found on pages 34 and 41. For more information about the Ada Comstock Scholars Program, contact the program office at (413) 585-3090; e-mail, comstock@smith.edu; or fax (413) 585-3595.

Community Auditing: Nonmatriculated Students

Members of the local community are eligible to audit a lecture course at Smith on a space-available basis with the permission of the instructor and the registrar. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. A fee is charged and is determined by the type of course. Studio art courses are not open to nonmatriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Records of audits are not maintained.

Five College Interchange

After the first semester of her first year, a student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student and approved by Smith College. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office. However,

Smith College does not accept all Five College courses for credit toward the Smith degree.

Departmental Honors Program

A departmental honors program allows a student with a strong academic background to study a particular topic in depth or undertake research in the department or program of her major.

Normally, the minimum requirement for eligibility and continued enrollment in the honors program is a B+ (3.3) average for all courses in the major and a B (3.0) average for courses outside the major. Only Smith College, Five College and Smith College Junior Year Abroad grades are counted. Once accepted, a student is expected to make satisfactory progress toward the degree; if she does not, her status as a candidate for departmental honors will be reviewed. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application and the recommendation of the department to the dean of the senior class, chair of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the senior class.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.

Independent Study Projects/ Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on

Academic Policy, and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. The maximum that may be granted for an on-campus project is 16 credits. Any independent study project must be completed within a single semester. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information about the Independent Study Program is available in the Office of Class Deans and the Ada Comstock Scholars Office. No independent study project may be undertaken during the summer or January.

An internship on or off campus can be proposed by sophomores, juniors and seniors. All internships for credit must be approved in advance by the Committee on Academic Policy and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information and applications for internships are available in the Office of Class Deans or the Ada Comstock Scholars Office.

No more than 16 credits for independent study projects and internships are allowed.

Smith Scholars Program

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines and those who have the ability to translate experience gained in work done outside the college into academic terms.

A student may apply at any time after the first semester of her sophomore year, but no later than April 30 of her junior year. The student submits to

the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a detailed statement of her program and project, two supporting recommendations from instructors who have taught her in class and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s) and the subcommittee. Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from department chairs, honors directors, the class deans and the director of the Ada Comstock Scholars Program.

Study Abroad Programs

Smith College offers a wide range of study abroad programs, from the Smith-run programs in Western Europe, to consortial and independent study abroad programs all over the world. For the Smith Junior Year Abroad programs in Florence, Hamburg, Geneva and Paris, a program application must be filed by February 1 in the Office for International Study. Students applying for consortial programs must file both the program applications and a Smith application for Independent Study Abroad with the Office for International Study by February 1. For all other independent study abroad programs, the Smith applications for Independent Study Abroad are due February 15 in the Office for International Study; program applications must be mailed by the student by the deadline set by the program.

Financial aid eligibility applies to the Smith Junior Year Abroad programs, the Associated Kyoto Program and the PRESCHO program in Spain for all students. Guidelines on financial aid for all other consortial and independent study abroad programs are available from the Office for International Study.

A year or semester abroad does not count toward the required two years in residence at Smith College. All students must obtain approval from the Committee on Study Abroad by submitting applications by the above deadlines. Normally, a student

with a shortage of credit or a cumulative GPA of less than 3.0 will not be approved for study abroad.

Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines with the opportunity for study, research, internships and residence in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students live with local families, in student dormitories or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Each program lasts a full academic year; students are not accepted for a single semester. A student studying on a Smith College Junior Year Abroad Program is required to carry at least 34 credits for the academic year and may carry no more than 38 credits. In exceptional cases, with the permission of the director and the associate dean for international study, students may earn 40 credits for a year on a Smith Junior Year Abroad Program.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. During vacations the college assumes no obligation for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates must have the minimum cumulative grade point average of 3.0 (B), a declared major and a minimum of two years of college-level in-

struction in the appropriate language before they can be selected to spend the year abroad. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

Each year, participants for the Junior Year Abroad programs are selected by a special committee which reviews the applications in detail. The selection process is competitive. Participants are selected from both Smith College and other colleges. All applications for the Smith College Junior Year Abroad Programs, including recommendations, must be filed with the Office for International Study by February 1.

For all programs, the comprehensive fee covering tuition, room and board when classes are in session is the same as the comprehensive fee for a year's study in Northampton. Students are responsible for all expenses and all travel during vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

If a student should withdraw from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room which may be recovered by the college. Tuition charges for the year are not refundable. Students who withdraw from a Junior Year Abroad Program are considered withdrawn from Smith and may not return to the college the following semester.

FLORENCE

The year in Florence begins with six weeks of intensive work in the Italian language. Classes in art history, literature and history are offered during orientation as preparation for the more specialized work of the academic year. At the beginning of November the students are matriculated at the Università di Firenze together with Italian students. Students may elect courses offered especially for Smith by university professors at the Smith Center, as well as the regular university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature and

history; other fields of study include music, religion, government, philosophy and comparative literature. The students live in private homes selected by the college. Since classes in Florence are conducted entirely in Italian, students are expected to have an excellent command of the language. Sixteen credits of college-level Italian are required for participation.

GENEVA

The junior year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international relations, comparative literature, French studies, anthropology, psychology, American studies, East Asian studies, sociology, history of art and religion. Students are fully matriculated at the Université de Genève and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include internships in international organizations, the faculty of psychology and education that continues the work of Jean Piaget, and the rich holdings of the museums of Geneva in Western and Oriental art.

Students in the program attend a preliminary session of intensive language training in Paris in September. The academic year in Geneva begins in mid-October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. For prerequisites, see the requirements for study abroad under French Language and Literature.

HAMBURG

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a six-week vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to the city of Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the Universität Hamburg. They attend regular

courses offered by the university, special courses arranged by Smith and tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, history, history of science, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology. Since classes in Hamburg are conducted in German, students are expected to have an excellent command of the language; normally, four semesters of college German are required for participation in the program.

PARIS

The program in France begins in Aix-en-Provence, where a six-week period is devoted to intensive work in the language, supplemented by courses, lectures and excursions to several Provençal sites and to the Riviera. In early October, the group goes to Paris, where each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the Université de Paris; for example, art history at the Institut d'Art et d'Archéologie; studio art at the Atelier St. Paul; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language. For prerequisites, see the requirements for study abroad under French Language and Literature.

Consortial Study Abroad Programs

Students may also apply to participate in one of the five consortial programs in Japan, China, Rome, Spain or India. Consortial agreements with study abroad programs in Russia and Latin America and with the School for Field Studies are pending. For details, consult the Office for International Study.

Students applying to consortial programs must have a minimum grade point average of 3.0 (B), meet the language requirements of the specific

program and have declared a major. Two applications, a program application and a Smith application for independent study abroad, must be filed with the Office for International Study by February 1 unless otherwise indicated.

ASSOCIATED KYOTO PROGRAM (AKP)

Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Participants must have completed at least two years of college Japanese. Interested students should consult the director of East Asian studies or the AKP campus representative. Applications are due in the Office for International Study no later than January 30.

DUKE STUDY IN CHINA PROGRAM

Administered by Duke University, this six-month program runs from June through December. It combines study at two different locations in China: an eight-week summer course of intensive language study in Beijing, and a fall semester in Nanjing. It also includes approximately four weeks of educational travel within China. Participants must have completed at least one year of Chinese language study. Interested students should consult with the director of the East Asian Studies program or the Duke in China campus representative. Applications are due in the Office for International Study no later than February 1.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME (ICCS)

Qualified majors in classics, ancient studies and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English. Admission is competitive. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek. Interested students should consult the De-

partment of Classical Languages and Literatures. Students wishing to be considered for financial aid must submit their Smith and ICCS applications by February 1 (for both fall and spring semesters).

PROGRAMA DE ESTUDIOS HISPÁNIOS EN CÓRDOBA (PRESHCO)

Córdoba, Spain, is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries and the social and political movements of the 19th and 20th centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese or the PRESCHO campus representative. Students wishing to be considered for financial aid must submit their Smith and PRESCHO applications by February 1 (for both fall and spring semesters).

SOUTH INDIA TERM ABROAD (SITA)

Administered by Bowdoin College, SITA allows two Smith students per year to participate in their program in Madurai. Students applying must prove a serious interest in issues related to the culture and history of a developing country such as India. Interested students must consult with Dennis Hudson, professor of religion, by February 15. Applications are due in the Office for International Study no later than February 1.

Independent Study Abroad

Students may also apply for permission to study abroad on programs and at foreign universities that have been approved by the Committee on Study Abroad. A list of approved programs is available from the Office for International Study along with the guidelines for independent study abroad. To be eligible for Independent Study Abroad students should have: 1) a minimum cumulative grade point average of 3.0 (B), 2) a declared major and 3) ordinarily at least one year of college-level instruction in the language of the country (if the language is other than English). Only students who have applied successfully for college approval by February 1 are eligible for financial aid. Guidelines on financial aid are available from the Office for International Study.

Other Off-Campus Study Programs

Study at Historically Black Colleges

Interested students may apply for a year's study, usually in the junior year, at one of several historically black colleges. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College. Further information and application forms are available in the Office of the Class Deans.

Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton and Williams. The exchange is open to a limited number of students with a minimum 2.8 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College.

Application forms are available in the class deans' office.

Pomona-Smith Exchange

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 226.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on pages 76-77.

The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports more than 90 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

With a collection of books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases well in excess of one million items, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with first-hand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries at no cost through our international interlibrary loan service. Library computer systems include the Five College Online Catalog for the libraries at Smith as well as at Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts at Amherst; the CD-ROM network of computerized periodical indexes; and the Internet, an international network of databases.

The William Allan Neilson Library, named after Smith's third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases more than 25,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the Sophia Smith Collection, the oldest national repository for primary sources in women's history; the College Archives, which documents the history of Smith; and the Nonprint Resources Center, which collects all kinds of video materials, provides production and viewing facilities and coordinates projectionist services.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches, described in sections below, are the Hillyer Art Library in the Fine Arts Center, the Young Science Library in Bass Hall (Clark Science Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

Academic Year Hours for Neilson Library

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–11 p.m.
Sunday	10 a.m.–midnight

Hours vary during reading and exam periods, intersession, vacations and holidays.

Clark Science Center

The Clark Science Center is composed of five interconnected buildings housing eight academic departments—astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology—with approximately 80 faculty and 20 staff. The center, which includes Burton, Sabin-Reed, McConnell and Bass halls and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space. The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services and an animal-care facility. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 136,000 volumes, 19,700 microforms, 700 periodical subscriptions, and 150,000 maps, and provides a wide array of computer databases and other electronic resources including access to the Internet from 15 computer workstations. Student laboratories customarily enroll between 12 and 20 students and are faculty taught. Summer student research opportunities are available.

In addition to on-campus astronomy facilities, including a rooftop observatory equipped with a

14-inch Schmidt-Cassegrain reflector and several small telescopes, Smith also has an observatory in West Whately that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

Science Library hours

Monday–Thursday	7:45 a.m.–11 p.m.
Friday	7:45 a.m.–10 p.m.
Saturday–Sunday	10 a.m.–10 p.m.

Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C. to the present. Students have the opportunity to work directly with the staff and collection through seminars given in the museum, the Gallery Assistants Program, special studies and work study. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking and photography are supplemented by darkroom facilities, faculty offices, classrooms and the Hillyer Art Library with more than 75,000 volumes and 32,000 microforms. A separate Visual Resources Center has more than 100,000 photographs and images. Graham Hall is a large auditorium used for lectures and special media presentations. Between Tryon Hall and Hillyer Hall is the Elizabeth Mayer Boeckman '54 Sculpture Courtyard, an outdoor gallery of the museum.

Art Library hours

Monday–Thursday	8 a.m.–11 p.m.
Friday	8 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–midnight

June–August:

Monday–Friday	10 a.m.–4 p.m.
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Museum hours

Tuesday, Friday and	
Saturday	9:30 a.m.—4 p.m.
Wednesday and Sunday	noon—4 p.m.
Thursday	noon—8 p.m.
July and August:	
Tuesday—Sunday	noon—4 p.m.
Mondays	closed
Holidays:	
January 1, July 4, Thanksgiving, Christmas Eve	
and Christmas Day	closed

Open hours may vary around holidays; please call before visiting.

Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 80,600 books and scores and 51,400 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Newly renovated Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours

Monday—Thursday	8 a.m.—11 p.m.
Friday	8 a.m.—9 p.m.
Saturday	10 a.m.—9 p.m.
Sunday	noon—11 p.m.

Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the Center for Foreign Languages and Cultures, the Jahnige Social Science Research Center with 24 computer terminals and more than 500 data sets, the conference lounge and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.

Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a state of the art multi-media resource center (Wright Hall 7) and media classroom (Wright 233), housing a network of student workstations with integrated computer, audio and video components for the study of foreign language, culture and literature. In the center, students may explore foreign cultures with the aid of interactive video discs and tapes, digitized video and audio and CALL (computer assisted language learning) programs. The center also supports the Audio Tape Library (window outside Wright 6), where students may check out audiocassettes for over 30 courses in 10 foreign languages. Faculty members may receive assistance at the center in evaluating commercial courseware, in creating original interactive audio and video as well as CALL materials, or in organizing research projects in the field of second language acquisition.

Center Hours

Monday—Thursday	8:30 a.m.—noon 1—6 p.m. 7—11 p.m.
Friday	8:30 a.m.—noon 1—5 p.m.
Saturday	1—5 p.m.
Sunday	1—5 p.m. 7—11 p.m.

Information Systems

Information Systems' academic facilities span the campus, with public computing labs in several buildings and a campus-wide fiber-optic network allowing computer access from all buildings and

residential houses. Resources, which are continually expanding, include more than 160 IBM-compatible and Macintosh computers in four resource centers, used for word processing, graphics, numerical analysis, electronic mail and access to the worldwide Internet network; and a cluster of UNIX minicomputers, used for statistical analysis, computer programming, electronic communications and other class assignments. In addition, Information Systems administers the Smith College Computer Store, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers and printers in the resource centers, nor do Smith students need to be enrolled in a course using computers to have access to them. For a nominal connection fee, students living on campus also have access to Smith's computer resources through CyberSmith, the residential house network.

Jacobson Center for Writing, Teaching and Learning

From its offices in Seelye 307, the Jacobson Center offers a variety of programs to help students develop skills in writing and effective learning. A staff of professional writing counselors is available to review student drafts, point out strengths and weaknesses, listen to new ideas and make suggestions for improvement. In the evenings and on weekends the same services are provided by student writing assistants stationed in the center and other campus locations. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with student tutors who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by substantial numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing Honors essays. The Jacobson Center also offers workshops in time management and study skills. It maintains a library of resources on improving teaching skills for faculty members and, in conjunction with the dean for academic development, sponsors an extensive program of colloquia for faculty on teaching issues.

Athletic Facility Complex

Just as Alumnae Gymnasium was the "state of the art" gymnasium back in 1892 when women's basketball was first introduced, today's three-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, weight room with Eagle and free weights, training room and the Human Performance Laboratory. The newer Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, six squash courts overlooked by a two-court gallery and an intercollegiate gymnasium. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track. The facilities of the sports complex are augmented by 30 acres of athletic fields. Soccer, lacrosse, field hockey, rugby and softball fields are encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the new indoor riding ring while the avid tennis competitor will find the 12 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is open for novice rowers or canoe paddlers.

Ainsworth/Scott Gymnasium and Indoor Track and Tennis Facility

Monday–Thursday	6 a.m.–11 p.m.
Friday	6 a.m.–9 p.m.
Saturday–Sunday	8 a.m.–9 p.m.

Student Residence Houses

Smith is a residential college, and students live in 35 residence buildings with capacities of 14 to 100 students. The houses range in architectural style from modern to Gothic to classic revival. Each house has a comfortable living room, a study or library and laundry facilities. Many houses have a dining room where students eat meals prepared by the house kitchen staff or they share a dining room with other houses within the same geographic area. The houses provide a homelike atmosphere and supportive climate for learning. All four academic classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interests. A small cooperative house and an apartment complex for a

limited number of juniors and seniors offer alternative living arrangements to students.

Intercollegiate Athletics, Intramurals and Club Sports

A three-tier system of intercollegiate athletics, intramurals and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. House-organized intramural teams offer intense rivalries while our club sports introduce training in several sports. These experiences provide opportunities to compete as well as to cooperate with others in striving for achievement of common goals.

Career Development

The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We have introductory programs for students and alumnae who are beginning to think about careers. We also hold seminars, workshops and panel discussions that cover career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, designing an internship, applying to graduate and professional schools and summer jobs. We teach people of all ages how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; how to present themselves effectively; and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research.

We encourage all members of the Smith community to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pur-

suits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. Alumnae and families of staff and faculty are charged a small fee for individual counseling appointments and various publications and self-assessment materials, but there is no charge for the use of print and non-print materials or for short drop-in advising sessions. Smith employees pay no fee for individual counseling. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee." Students, staff and alumnae are encouraged to visit the CDO home page at <http://www.smith.edu/cdo> for updated calendar and career resource connections.

Health Services

Health Services provides medical and psychological services and health education for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home.

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We offer a full range of outpatient services to our patient population, including gynecological exams and testing, nutrition counseling, routine physicals for summer employment and graduate school, immunizations for travel, flu and allergies, and on-site laboratory services.

Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college providers. There is a charge for this care for those students not electing to enroll in one of the Smith College insurance plans. In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation.

The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation. These services are strictly confidential and are available to all students free of charge.

The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Students may work collaboratively with the health educator as peer educators.

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs may be required to have a physical exam by a college practitioner first.

Religious Expression

We are a religiously diverse community, which gives our students the opportunity to express their own traditions and to learn from one another about varying religious beliefs and forms of worship. We encourage all members of the Smith community to use the Helen Hills Chapel as a place to express their religious and social concerns and to celebrate their faiths. The chaplains, who are dedicated to a spirit of mutual respect and interfaith collaboration, represent the Catholic, Jewish and Protestant faiths and help organize weekly services of worship. The Hillel Foundation, The Protestant Ecumenical Christian Church and

Newman Association are active student-run religious groups on campus that present a wide variety of religious, ethical, social, educational and cultural programs. Other student religious groups, such as the Smith Intervarsity Christian Fellowship, Keystone Campus Crusade for Christ, the Baha'i Fellowship, the Five College Christian Science Organization and associations of Buddhist, Quaker, Hindu and Muslim students meet at the Chapel and use its facilities, which include a lounge and a kitchen as well as the sanctuary, for their programs and services. An active interfaith council brings students of the various traditions together for education and cooperative efforts.

The Helen Hills Chapel serves many functions for a wide variety of groups and individuals at Smith and the general community. The Chapel houses a number of groups offering support to victims of abuse and various forms of addiction. Visitors may hear any of a number of choirs rehearsing or performing in the balcony upstairs, see exhibits of religious art in the corridor downstairs, experience an interfaith service, or smell a meal cooking for a gathering later in the day.

A kosher co-op in Dawes House is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

Area churches, synagogues and other religious communities representing most denominations enjoy having students join their services and programs as well. Various community clergy and others serve as advisers to student religious groups and as adjunct members of the Chapel staff. The chaplains are available to counsel members of the community and welcome students to their offices downstairs in the Chapel to talk about religious or personal matters. An extensive library of books and periodicals is available for student use. The Chapel also houses S.O.S., Service Organizations of Smith, an exciting and extensive program of volunteer service opportunities.

Any student who is unable, because of her religious observances, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up, provided that such makeup examination or work does not create an unreasonable burden on the college. No fees will be charged for rescheduled examinations.

The Student Body

Summary of Enrollment, 1996–97

UNDERGRADUATE STUDENTS

	Class of 1997	Class of 1998	Class of 1999	Class of 2000	Ada Comstock Scholars	Totals
Northampton area ¹	705 ²	442	615	648	173	2,583
Not in residence ³	27 ⁴	222	13	0	4	266

Five College course enrollments at Smith:

First semester	491
Second semester	532

GRADUATE STUDENTS

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	60	52	12

1. Guest students are included in the above counts.

2. This includes 78 Ada Comstock Scholars.

3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 15 Smith students and one guest student in Paris; five Smith students and three guest students in Hamburg; 16 Smith

students and four guest students in Geneva; and 18 Smith students, two Smith graduate students and two guest students in Florence.

4. This includes one Ada Comstock Scholar.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 1990 was 85 percent by May 1996. (The period covered is equal to 150 percent of the normal time for graduation.)

Geographical Distribution of Students, 1996-97

UNITED STATES

Alabama	8
Alaska	6
Arizona	19
Arkansas	3
California	235
Colorado	34
Connecticut	137
Delaware	8
District of Columbia	7
Florida	67
Georgia	27
Guam	2
Hawaii	9
Idaho	3
Illinois	75
Indiana	24
Iowa	16
Kansas	9
Kentucky	15
Louisiana	7
Maine	47
Mariana Islands	1
Maryland	56
Massachusetts*	478
Michigan	29
Minnesota	46
Mississippi	2
Missouri	12
Montana	1
Nebraska	2
Nevada	6
New Hampshire	59
New Jersey	106
New Mexico	16
New York	314
North Carolina	21
North Dakota	6
Ohio	61
Oklahoma	5
Oregon	34
Pennsylvania	104
Rhode Island	25
South Carolina	14
South Dakota	1
Tennessee	7
Texas	61
Utah	5

Vermont	65
Virginia	45
Virgin Islands	2
Washington	77
West Virginia	9
Wisconsin	15
Wyoming	1
U.S. Military	7

FOREIGN COUNTRIES

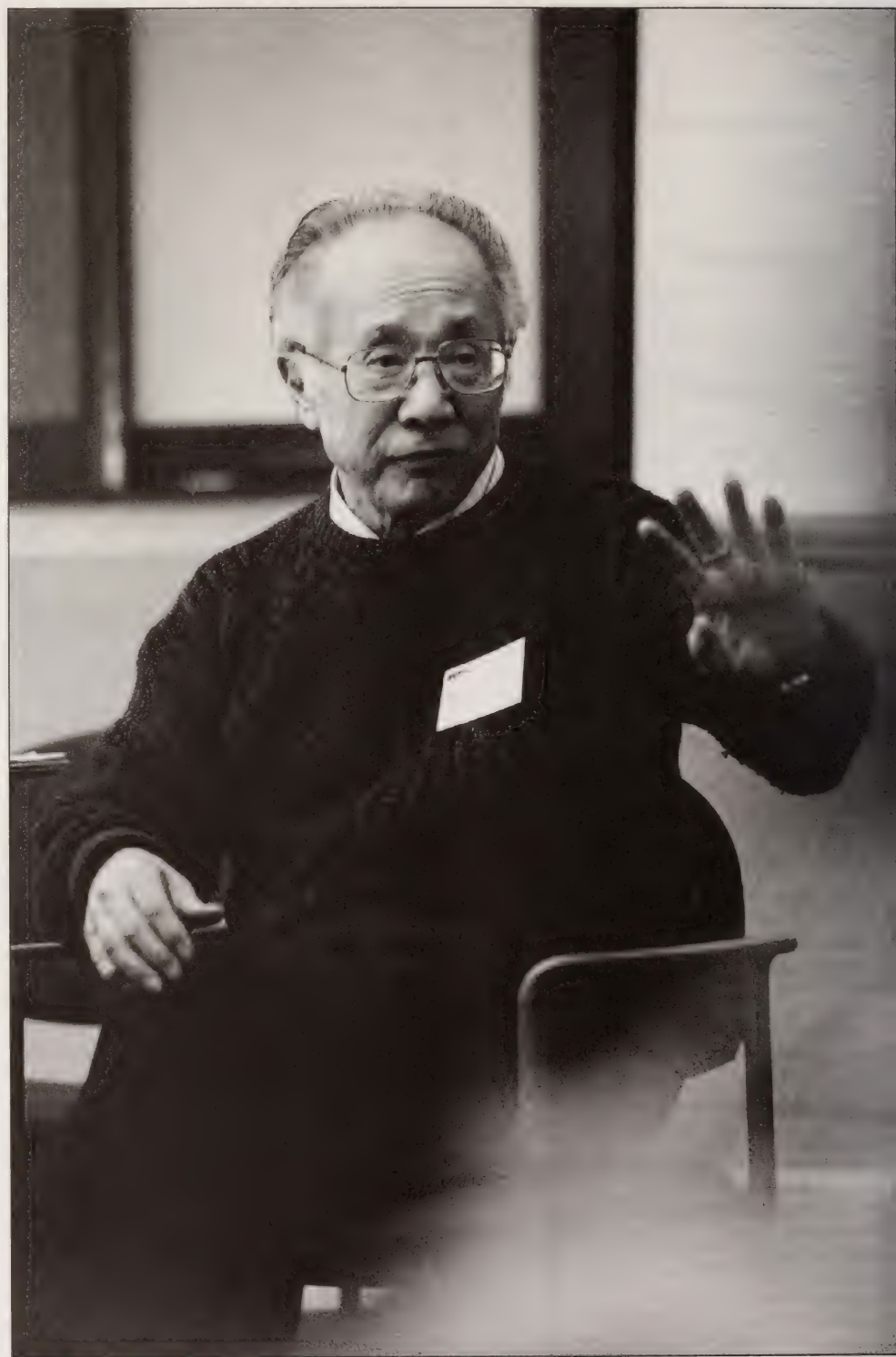
Albania	1
Australia	1
Bahrain	1
Bangladesh	6
Barbados	1
Belgium	1
Bermuda	1
Bolivia	1
Bosnia-Herzegovina	1
Botswana	1
Brazil	3
Brunei	4
Bulgaria	1
Canada	14
Colombia	1
Cote d'Ivoire	1
Croatia	2
Czech Republic	1
Egypt	1
England	7
Estonia	1
France	2
Germany	4
Ghana	3
Greece	5
Guyana	1
Honduras	1
Hong Kong	9
Hungary	1
India	17
Indonesia	2
Jamaica	1
Japan	19
Kenya	2
Kuwait	2
Malawi	1
Malaysia	6
Malta	1

Mexico	1
Nepal	1
Netherlands Antilles	1
Nigeria	2
Norway	1
Oman	3
Pakistan	9
People's Republic of China	4
Philippines	10
Poland	2
Republic of Korea (South)	25
Romania	1
Russia	1
Saudi Arabia	1
Senegal	1
Singapore	5
South Africa	2
Spain	1
Switzerland	2
Taiwan	4
Thailand	1
Trinidad and Tobago	2
Turkey	3
Uganda	1
Ukraine	1
United Arab Emirates	1
United Republic of Tanzania	1
Zimbabwe	1

* This includes Ada Comstock Scholars who move to Northampton for the purpose of their education.

Majors, 1996-97

	Class of 1997 (Honors)	Class of 1997 (Srs.)	Class of 1998	Ada Comstock Scholars	Totals
Government	4	74	75	1	154
Psychology	2	70	55	9	136
English Language and Literature	4	64	57	8	133
Economics	0	58	61	3	122
Biological Sciences	7	48	52	3	110
American Studies	5	40	20	7	72
History	4	27	33	5	69
Art					
Architecture & Urbanism	0	7	3	0	10
Art History	0	30	27	3	60
Studio Art	3	28	18	2	51
Biochemistry	2	26	27	0	55
Sociology	0	23	29	2	54
Mathematics	1	25	18	2	46
Religion & Biblical Literature	1	20	17	2	40
Women's Studies	0	17	20	3	40
Anthropology	1	21	9	5	36
Education & Child Study	0	15	15	2	32
Comparative Literature	3	15	12	0	30
Theatre	3	14	10	2	29
Philosophy	2	9	14	2	27
Computer Science	3	12	8	2	25
Chemistry	8	3	13	0	24
French					
French Language & Literature	0	11	4	0	15
French Studies	0	11	10	0	21
Geology	4	6	8	3	21
Music	0	9	8	2	19
Italian Language & Literature	0	10	8	0	18
Spanish & Portuguese					
Latin-American Literature	0	2	3	1	6
Spanish	0	4	2	0	6
Medieval Studies	1	3	7	0	11
Physics	2	5	2	1	10
Afro-American Studies	0	6	2	1	9
Classics	1	2	6	0	9
Dance	1	2	5	0	8
East Asian Studies	2	1	5	0	8
Russian Language & Literature					
Russian Civilization	1	3	3	0	7
Russian Literature	0	1	3	0	4
German Studies					
German Cultural Studies	0	2	3	1	6
German Literature Studies	0	1	0	0	1
Sociology and Anthropology	0	4	2	0	6
Smith Scholar	1	1	1	0	3
Ancient Studies	0	1	1	0	2
Astronomy	0	2	0	0	2
Urban Studies	0	1	1	0	2
African Studies	1	0	0	0	1
Cultural Geography	0	0	1	0	1
East Asian Languages & Literatures	1	0	0	0	1
Environmental Policy	0	0	1	0	1
European Modernism	0	1	0	0	1
Human Neuroscience	0	1	0	0	1
Linguistics	0	1	0	0	1
Neuroscience	0	0	1	0	1
Psychology of Sport Studies	0	1	0	0	1
Third World Development Studies	0	1	0	0	1



Academic Achievements, Prizes and Awards

Academic Achievements

Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on pp. 7–8 (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 69 for a listing of the designations used for the major fields of knowledge).

Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level) to satisfy the “foreign language” part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Non-native speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language.

Latin Honors are awarded to graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are

considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded *cum laude*, *magna cum laude* or *summa cum laude* on the basis of a high level of general achievement.

Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. Departmental honors students must also fulfill *all college and departmental requirements*.

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation “Honors,” “High Honors” or “Highest Honors” in the student’s major subject.

First Group Scholars

Students whose records for the previous year include at least 28 credits graded A– or better and who have no grades below B– are named First Group Scholars. Those named generally represent the top 10 percent of the class.

The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above and include at least 24 credits for traditional-aged undergraduates or 16 credits for Ada Comstock Scholars.

Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

Elections are held twice a year. In the autumn, a few seniors are elected on the basis of their academic records from the sophomore and junior years. Sixty-four credits must be in the calculation of the GPA. Only Smith, Five College and Smith Junior Year Abroad grades count. At the end of the spring semester, more seniors are elected, these on the basis of the records from their final three years.

Candidates for election in the autumn of the senior year must have completed at least one four-credit semester course in each of the three divisions; candidates at the end of the senior year must have completed at least two such courses in each division. Non-Smith courses may qualify in this distribution requirement.

For students who enter Smith College in September 1994 or later, and who graduate in 1998 or later, the distribution requirements for Phi Beta Kappa will be precisely the same as the college's requirements for Latin Honors. Candidates for election in the autumn of the senior year will have to have completed the identical distribution requirements by the end of the junior year. Students and faculty may consult with the president or the secretary of the chapter for more information.

Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

Prizes and Awards

The **Academy of American Poets Poetry Prize** for the best poem or group of poems submitted by an undergraduate

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry

The **American Chemical Society Award** to a junior chemistry major who has excelled in analytical chemistry

An award from the **American Institute of Chemists/Massachusetts Division** to an outstanding chemist or chemical engineer in the graduating class

The **Anita Luria Ascher Memorial Prize** to the student who has shown the most progress in German during the year

The **Elizabeth Babcock Poetry Prize** for the best group of poems

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class

The **Gladys Lampert '28 and Edward Beenstock Prize** to a student who excels in either American history or American studies

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics

The **Samuel Bowles Prize** for the best paper on an anthropological subject

The **Samuel Bowles Prize** for the best paper in economics

The **Samuel Bowles Prize** for the best paper on a sociological subject

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community

The **John Everett Brady Prize** for the best performance in the beginning Latin course; and in translation at sight

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college

The **David Burres Memorial Law Prize** to a senior or an alumna accepted at law school intending to practice law in the public interest

The **C. Pauline Burt Prize** to a senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science

The **James Gardner Buttrick Prize** for the best essay in the field of religion and Biblical literature

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy*

The **Carlile Prize** for the best original composition for carillon

The **Julia Harwood Caverno Prize** for the best performance in the beginning Greek course; and for excellence in Greek

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in the traditional verse form

The **Sidney S. Cohen Prize** for outstanding work in the field of economics

The **Jill Ker Conway Scholarship** to a member of the sophomore class who will be on campus for the junior year, awarded on the basis of academic excellence, work experience and meaningful involvement in community service

The **Alison Loomis Cook Prize** to a student who has made a very significant contribution to the college community and to those with whom she has been in personal contact

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry

The **Merle Curti Prize** for the best piece of writing on any aspect of American civilization

The **Dawes Prize** for the best undergraduate work in political science

The **Alice Hubbard Derby Prize** to a member of the junior or senior class for excellence in the study of Greek literature

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best honors thesis; for the best classroom essay; and for fiction

The **Amanda Dushkin Prize** to a student who has maintained a high academic record and who has participated in extracurricular activities

The **Hazel L. Edgerly Prize** to a senior honors history student for distinguished work in that subject

The **Constance Kambour Edwards Prize**, established by her parents, Ada and George Kambour, to the student who has shown the most progress during the year in organ

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year or sophomore

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre

The **Settie Lehman Fatman Prize** for the best composition in music in small form

The **Heidi Fiore Prize** to a senior student of singing

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection and the Smith College Archives

The **Harriett R. Foote Memorial Prize** for outstanding work in botany based upon a paper, course work or other contribution to the plant sciences at Smith

The **Henry Lewis Foote Memorial Prize** for excellence in course work in Biblical courses

The **Clara French Prize** to a senior who has advanced farthest in the study of English language and literature

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major

The **Ida Deck Haigh Memorial Prize** to a student of piano for distinguished achievement in performance and related musical disciplines

The **Sarah H. Hamilton Memorial Prize** for an essay on music

The **Arthur Ellis Hamm Prize** awarded on the basis of the best first-year's record

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer

The **James T. and Ellen M. Hatfield Memorial Prize** for the best short story by a senior majoring in English

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke or Smith colleges or the University of Massachusetts

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture

The **Barbara Jordan Award** to an African-American student or alumna undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936–1996)

The **Mary Augusta Jordan Prize**, an Alumnae Association award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas

The **John and Edith Knowles Memorial Award** to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and humane critic of her chosen profession

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy

The **Norma M. Leas, Class of 1930, Memorial Prize** to a graduating English major for excellence in written English

The **Phyllis Williams Lehmann Travel Award** to a senior majoring in ancient studies with emphasis on the history of art, intending to pursue the study of classical art at the graduate level

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris

The **Barbara A. Liskin M.D., Class of 1974, Prize** to an outstanding Smith senior psychology major interested in the field of psychiatry

The **Jill Cummins MacLean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance

The **Emogene Mahony Memorial Prize** for the best essay on a literary subject written by a first-year student; and the best honors thesis submitted to the Department of English Language and Literature

The **Emogene Mahony Memorial Prize** for proficiency at the organ

The **Jeanne McFarland Prize** for excellent work in Women's Studies

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy

The **Bert Mendelson Prize** to a sophomore for excellence in computer science; and to a senior majoring in computer science for excellence in that subject

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college

The **Elizabeth Montagu Prize** for the best essay on a literary subject concerning women

The **Multicultural Award of the Office of Minority Affairs** to a senior who has made a major contribution toward promoting diversity and understanding of multiculturalism in the Smith community

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life

The **Newman Association Prize** for outstanding leadership, dedication and service to the Newman Association at Smith College

The **Josephine Ott Prize**, established in 1992 by former students and friends, to a junior in Paris or Geneva for her commitment to the French language and European civilization

The **Arthur Shattuck Parsons Memorial Prize** to the student with the outstanding paper in sociological theory or its application

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics

The **Sarah Winter Pokora Prize** to a senior who has excelled in athletics and academics

The **Judith Raskin Memorial Prize** for the outstanding senior voice student

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures

The **Eleanor B. Rothman Prize** to a graduating Ada Comstock Scholar who will pursue a graduate degree and who has shown an interest in the Ada Comstock Scholars Program and in Smith College

The **Victoria Louise Schrager Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities

The **Larry C. Selgelid Memorial Prize** for outstanding work in economics by a Smith senior

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies

The **Andrew C. Slater Prize** for excellence in debate; and for most improved debater

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre

The **Smith Council of the Society Organized Against Racism Prize** to the student whose community service and academic program have furthered understanding of cultures, communities and individuals who have historically borne the brunt of racism

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose; and for excellence in writing fiction

The **Nancy Cook Steeper '59 Prize** to a graduating senior who, through involvement with the Alumnae Association, has made a significant contribution to building connections between Smith alumnae and current students

The **Valeria Dean Burgess Stevens Prize** for excellent work in Women's Studies

The **Mary Ellen Szmowski Prize** awarded on the basis of merit to a premedical student enrolling in medical school

The **William Sentman Taylor Prize** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences

The **Rosemary Thomas Poetry Prize** for the best group of poems; and for the best individual poem

The **Tryon Prize** to a Smith or Five College undergraduate for the best essay on a work or works of art in the museum's permanent collection

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies

The **Anacleto C. Vezzetti Prize** to a senior for the best piece of writing in Italian on any aspect of the culture of Italy

The **Karel Fierman Wahrsager Award in Sociology** to a student who has demonstrated a high level of scholarship, intellectual poise and leadership

The **Ernst Wallfisch Prize** to a student of music for outstanding talent, commitment and diligence

The **Louise M. Walton Prize** to an Ada Comstock Scholar studying art history or studio art whose dedication to the field is notable

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics

The **Jochanan H.A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

The **Jean Wilson Prize** for a research paper in an upper-level history course on a topic in British history

Fees, Expenses and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by en-

dowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. Our average financial aid award, which includes a grant, loan and campus job, is in excess of \$17,300, and 53 percent of our student body qualifies for need-based aid.

1997-98 Comprehensive Fee (required annual fees)

	Fall Semester	Spring Semester	Total
Tuition	\$10,680	\$10,680	\$21,360
Room*	1,635	1,635	3,270
Board*	1,990	1,990	3,980
Student activities fee	76	76	152
Comprehensive fee	\$14,381	\$14,381	\$28,762

* Room and board will be billed as a combined charge of \$3,625 each semester, or a total of \$7,250 for 1997-98.

Statements showing semester fees are mailed on or about July 10 and December 10. Payment of charges for the fall semester is due August 5 (September 5 for international students); payment for spring semester is due January 5 (February 5 for international students). Checks should be made payable to Smith College. Balances that remain unpaid after the due dates may be subject to late fees. Non-payment of fees may prevent a student from participating in the house decision process, registering for classes and receiving official grade transcripts or diplomas.

Smith College is pleased to offer a variety of financing options, which are described on pages 37–39.

A student will incur certain additional expenses during the academic year which will vary according to each family's accustomed standard of living. A student should be prepared to spend approximately \$575 on books and supplies, in addition to personal, recreational and miscellaneous expenses and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

FEE FOR NONMATRICULATED STUDENT

Per course for credit \$2,680

FEES FOR ADA COMSTOCK SCHOLARS

Application fee \$50

Transient Housing

Room only (per night) \$230

Room and full meal plan (per night) \$570

Tuition per credit

One-credit course \$670

One course \$2,680

Two courses \$5,360

Three courses \$8,040

Four courses \$10,680

STUDENT ACTIVITIES FEE

The \$152 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

1997–98 Optional Fees

STUDENT HEALTH INSURANCE—\$740

The \$740 Student Health Insurance fee is split between the two semesters and covers the student from August 1 through the following July 31. Massachusetts law requires that each student have adequate health insurance, so Smith College offers a health insurance plan through Koster Insurance. Details about the insurance are mailed during the summer. A student is automatically billed for insurance, but has the option to cancel enrollment in the plan if she can demonstrate comparable coverage. She will have until August 5 to cancel enrollment in the college insurance for any part of the 1997–98 academic year.

MASSPIRG—\$8

The \$8 MASSPIRG fee is billed second semester and is *approved by a vote of the student body*. It funds the Massachusetts Public Interest Research Group, a nonprofit environmental and consumer organization. A student has the option to have the fee canceled, if requested by April 1.

Other Fees and Charges

APPLICATION FOR ADMISSION—\$50

The application fee, which helps defray the cost of handling all the paperwork and administrative review involved with all applicants, must accompany the application form. An applicant must send the fee and form to the Office of Admission prior to January 15. An applicant to the Ada Comstock Scholars Program must submit the fee and form to the Ada Comstock office prior to February 15.

ENROLLMENT DEPOSIT—\$300

Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in class and a room if she will reside in campus housing. *\$100 representing a General Deposit* component is held until the student graduates from the college. The \$100 is refunded only after deducting any unpaid fees or fines and is not refunded to a student who withdraws (including an admitted student who does not attend). *\$200 representing a Room Deposit* component is credited \$100 toward her fall semester charges and \$100 toward her spring semester charges.

ROOM DEPOSIT—\$200

A returning resident student pays a room deposit in February which serves to reserve a room for the subsequent year, and which is credited \$100 to each semester bill. The deposit is non-refundable. A student applying for a leave of absence by the May 1 deadline will have this deposit, if paid, transferred into a separate holding account until she returns. If she does not return, the deposit will be forfeited.

Payment of the room deposit alone does not guarantee participation in the house decision process for a returning student. The student account must also be in good standing as determined by the bursar in the controller's office in order for the student to become eligible to participate.

NONRESIDENT FEE—\$20 PER SEMESTER

The \$20 nonresident fee helps to cover the cost of services such as mail delivery and maintenance of lounges for off-campus students.

REFRIGERATOR ENERGY FEE—\$15 PER SEMESTER

The \$30 refrigerator energy fee helps to defray the energy cost incurred through the use of a refrigerator by a student in her room.

FEE FOR MUSICAL INSTRUCTION—\$375 PER SEMESTER (ONE HOUR LESSON PER WEEK)

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department and the payment of a fee. The following schedule of fees will apply:

- Courses in ensemble when given individually \$70

The above music instruction charges include the use of practice rooms. Upon application to the chair of the music department and subject to availability, the practice rooms are available for use by other individuals. The following schedule of fees will apply:

- Use of a practice room, one hour daily \$25 per year
- Use of a practice room, one hour daily, and of a college instrument \$50 per year
- Use of organ, one hour daily \$100 per year

FEE FOR RIDING CLASSES PER SEMESTER

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of \$380 per month. Inquiries about boarding should be addressed to Ms. Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

- Two lessons per week \$345

STUDIO ART COURSES PER SEMESTER

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

- Required materials \$5–\$63
- Additional supplies \$12–\$100

CHEMISTRY LABORATORY COURSE PER SEMESTER—\$6–\$15 PLUS BREAKAGE

CONTINUATION FEE—\$50 PER SEMESTER

Students on leave of absence or attending other institutions on exchange programs will be assessed a continuation fee to maintain enrollment status at the college.

Refunds

A refund must be calculated if a student has withdrawn on or after the first day of classes, but before the point when the college is considered to have earned all of the tuition, room, board and fees for which the student was charged. *A \$100 withdrawal fee will be charged* in addition to any refund calculations made. Credit balances remaining on an account will be refunded.

PRO RATA REFUND CALCULATION

If a student attending Smith College in her first semester (including transfer students) withdraws within the first 60 percent of the semester (first nine weeks), she will receive a pro rata refund. A "refund" is the unearned amount of Smith charges credited to the student account and subsequently returned to the student financial aid programs on

behalf of the student. The adjustment of tuition, room and board, and activity fee is based on the percent of attendance and must include returning at least a portion of Title IV funds (Federal Pell

Grant, FSEOG, Federal Perkins Loan, Federal Direct Stafford/Ford Loan or Federal Plus). A refund of institutional fees would be calculated as shown below:

Pro Rata Refund Schedule (students entering Smith for the first time)

Fall Withdrawal Dates	Spring Withdrawal Dates	Percent Refund	Tuition	Room and Board	Activity Fee
until 9/3/97	until 1/23/98	100%	\$10,680	\$3,625	\$76
9/4–9/12/97	1/24–2/3/98	90	9,612	3,263	68.40
9/13–9/23/97	2/4–2/12/98	80	8,544	2,900	60.80
9/24–10/3/97	2/13–2/23/98	70	7,476	2,538	53.20
10/4–10/16/97	2/24–3/4/98	60	6,408	2,175	45.60
10/17–10/27/97	3/5–3/24/98	50	5,340	1,813	38.00
10/28–11/5/97	3/24–4/2/98	40	4,272	1,450	30.40
after 11/5/97	after 4/2/98	0	0	0	0

Note: "Total institutional fees" is defined as tuition plus room and board plus student activities fee only (\$14,381 total institutional fees = \$10,680 tuition + \$3,625 room and board + \$76 student activities fee)

FEDERAL REFUND CALCULATION (ADOPTED AS INSTITUTIONAL REFUND)

If a student returning to Smith College (including a first-time student entering her second semester) withdraws on or after the first day of classes, she

will receive a federal refund based on the percentage of days in attendance. If that same student is receiving Title IV funds, both a pro rata and federal refund calculation must be made and compared so that the largest refund can occur.

Federal Refund Schedule (students returning to Smith)

Fall Withdrawal Dates	Spring Withdrawal Dates	Percent Refund	Tuition	Room and Board	Activity Fee
until 9/3/97	until 1/23/98	100%	\$10,680	\$3,625	\$76
9/4–9/12/97	1/24–2/3/98	90	9,612	3,263	68.40
9/13–9/26/97	2/4–2/17/98	50	5,340	1,813	38.00
9/27–10/24/97	2/18–3/17/98	25	2,670	906	19.00
after 10/24/97	after 3/17/98	0	0	0	0

If a student who has not waived the student health insurance and/or MASSPIRG fees withdraws once classes have begun, no refund of these fees will be made. A student who withdraws prior to the first day of classes will receive a full refund of the tuition, room, board and student activities fee, insurance and MASSPIRG. All disbursed Title IV

funds would be an overpayment and would be returned to the appropriate Title IV account by the college. Refunds of Title IV funds will be made in accordance with federal regulations. All appeals to this policy will be referred by the bursar to an appeals committee.

The date of withdrawal shall be whichever is the later of:

- The date on which the student notifies her dean or the registrar of her withdrawal in writing; or
- The date on which the student vacates college housing; or
- The date on which the college has determined to be the date of withdrawal no later than 45 days after the expiration date of the academic term, except that 30 days after the first day of the next scheduled term may be used in the case of summer break.

If a student has not returned at the expiration of an approved leave of absence, the student's withdrawal date is the first day of the leave.

loans, grants, parents, or third parties, are received in a timely manner.

Statements will be printed on or about the 10th of each month and mailed to the student so that she can review them for accuracy and for any change in status of anticipated funds.

Consequences of nonpayment or failure on the part of the student to fulfill her financial obligation include being prevented from participating in the house decision/room lottery process, registering for future semester courses, receiving transcripts of courses completed, or receiving her diploma at commencement. In addition, the college reserves the right to have the student administratively withdrawn and refer her account for collection in her name.

Your Student Account: Your Obligation

Smith College considers the student the responsible person for ensuring that payments, whether from

Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of

Summary of Payment Plans

Plan Type	Smith College Semester Plan	Smith ACH Monthly Plan	AMS Monthly Plan	Smith College Prepaid Stabilization Plan
Eligibility	All Smith students	All Smith students	All Smith students	Smith students not eligible for Smith grant aid
Benefits	<p>Pay for one year in two semester payments</p> <p>No interest charges</p> <p>No credit review</p>	<p>Pay for one year in 10 monthly payments automatically debited from your bank account</p> <p>No interest charges</p> <p>No credit review</p>	<p>Allows 10 monthly payments; provides insurance against death</p> <p>No interest charges</p> <p>No credit review</p> <p>Life insurance option</p>	<p>Pay for full 4, 3 or 2 years</p> <p>No future year increases of tuition and/or room and board</p> <p>No credit review (unless using MassPlan or Share to finance)</p>
Terms	1/2 annual \$\$ by Aug. 5 (Sept. 2 for international students) 1/2 annual \$\$ by Jan. 5 (Jan. 26 for internat'l students)	10 monthly payments beginning June 5	10 monthly payments beginning June 1	One payment on Aug. 5 earns future year discount
Fees	Monthly late fees calculated at 1.25% of unpaid balance for late payments	\$50 enrollment fee	\$50 enrollment fee	Monthly interest calculated at 1.25% of full amount due

Summary of Loans

Loan type	STUDENT LOAN	PARENT LOAN OPTIONS	
	Federal Direct Stafford/Ford Loan	Federal Direct PLUS Loan	AchieverLoan
Eligibility	Enrollment at least 1/2 time	Creditworthy parents of dependent Smith students; credit check performed but no formal debt to income analysis required	Creditworthy families of Smith students
Loan limits	1st year - \$2,625 2nd year - \$3,500 3rd year - \$5,500 4th year - \$5,500	Cost of attendance less other financial aid	Total educational expenses for 1 year or for all 4 years minus financial aid
Aggregate loan limit	\$23,000	Cost of attendance less other financial aid	Cost of attendance less other financial aid
Interest rate	Variable 91-day T-bill + 3.1% Rate is set July 1, 1997 and will not exceed 8.25%	1-yr. T-bill + 3.1% Rate is set July 1, 1997 and will not exceed 9%	Two variable loan options. Multiple-year loan: 13-week T-bill + 3.95%, set quarterly; current rate, 8.95%. Single-year loan: 13-week T-bill + 4.5%, set quarterly; current rate, 9.5%
Benefits	Low interest rate for students even if they do not qualify for need-based aid; can defer payment until after graduation; in-school interest subsidy available based on need	Loan is federally guaranteed; low interest rate; extended repayment; choice of principal and interest payments or interest only available to borrowers choosing the college's suggested lender	Low monthly payments; allows 15 years to repay; home mortgage option; principal payments may be deferred while student is enrolled
Fees	4% guarantee/origination fee	4% guarantee/origination fee	\$55 application fee

* Current rates as of 2/15/97

Summary of Loans (cont.)

PARENT LOAN OPTIONS (CONT.)			
Loan type	MassPlan	Share	Financing Smith Prepaid Stabilization with MassPlan or Share
Eligibility	Creditworthy families of Smith students	Creditworthy families of Smith students	Creditworthy families of Smith students who do not qualify for Smith grant aid
Loan limits	\$2,000 to total educational expenses for 1 year	\$2,000 to total educational expenses for 1 year	4 times annual tuition, annual room and board, or both
Aggregate loan limit	Cost of attendance less other financial aid	Cost of attendance less other financial aid	4 times annual tuition, annual room and board, or both
Interest rate	Fixed rate expected to be 7.65 to 8.65%; variable based on monthly sale of commercial paper Current variable rate: 6.55% (APR would be a bit higher)	Monthly variable will not exceed prime + 0.5% one-year renewable rate is also available	Same as MassPlan or Share
Benefits	Low monthly payments; allows 10–15 years to repay; home mortgage option	Low monthly payments; allows 20 years to repay; principal payments may be deferred while student is enrolled	Same as MassPlan or Share
Fees	3.75% origination fee	5% origination fee	Same as MassPlan or Share

Further details about the payment plans and loan options are included in the *Financing a Smith Education* handbook, mailed by the controller's office in April.

strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith is pleased to offer a variety of financing options to assist you in successfully planning for timely payment of your 1997-98 college bill. Included in these offerings are a select group of payment plans and loan options. (See pp. 37-39 for a summary.)

Remember: We're here to help you resolve your concerns about how to finance your education. If you have questions after reviewing the information presented here, get in touch with us.

Financial Aid

We are eager to have students from all economic backgrounds, and we make every effort to fully aid all admitted undergraduates with documented need. Awards are offered to applicants on the basis of computed need. An award is usually a combination of a grant, a campus job and a suggested loan.

Smith College is committed to a very generous financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students. The evaluation and rating of applicants are based strictly on academic and personal qualities of each applicant, with no consideration of financial need. Full aid packages are offered to students with the highest ratings until the aid budget is exhausted. If the class is not yet complete, some decisions on the margin may take into account the amount of financial aid required to fully fund the student. In the past few years, approximately 1 to 4 percent of the applicant pool has been affected by this policy, although many of those students were later admitted from the wait list with full financial aid. Thus the college continues to be need-blind for 96 to 99 percent of the applications to Smith. *Please note* that financial

aid is not available to students who do not meet the published deadlines.

To determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that copies be sent to Smith. The FAFSA and PROFILE registration forms are available in December from high school guidance offices and from our Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns for the prior year. Once we receive the output from an applicant's completed FAFSA and PROFILE, we calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. We will require copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement or income tax return will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have it renewed according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may change from year to year depending on changes in college fees and in the family's financial circumstances. The balance of loan and grant also changes, based on federal loan limits. Materials and instructions for renewing aid are made available to all students in early December. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Ada Comstock Scholars receiving financial aid are re-

quired to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid. Unless the administrative board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 53).

If an entering student applied for but did not qualify for aid in her first year, and her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give assistance to students in emergency situations.

You must apply for financial aid at the time you apply for admission. If you do not, you will be ineligible to apply for or receive college aid until you have completed 64 credits at Smith (for Ada Comstock Scholars, until you have completed 32 credits at Smith). Although you are not eligible to receive college grant aid or work-study jobs during these periods, you may still be eligible for loans, federal and state aid and some campus jobs. Exceptions may be made only if you have an unexpected family financial emergency that can be documented. This policy does not include students who applied for but were found ineligible for need-based financial aid at the time of their admission to Smith.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. More detailed deadline information is available in the brochure *Financing a Smith Education* and in individual Smith aid application packets.

Transfer Students

Transfer students with need should follow the same procedure as applicants to the first-year class. Transfer students who do not apply for aid at the time of admission cannot apply for college aid until they reach junior standing *and* complete at least 32 credits at Smith.

Ada Comstock Scholars

No woman should hesitate to apply to Smith because of an inability to pay the entire cost of education at a private college. Smith will make every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. College policy prohibits granting any Smith funds beyond the level of billed fees. No token awards are offered, and no aid is given for merit alone. Women from all economic backgrounds are encouraged to apply.

Applicants to the Ada Comstock Scholars Program should read carefully *Financing a Smith Education*. Copies are available from the financial aid office or the Ada Comstock Scholars Program office.

Financial Aid Awards

A financial aid award may be comprised of grants, suggested loans, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute from her summer earnings and savings and to apply for any federal, state and local scholarships for which she may be eligible.

LOANS

Most students borrow through the Federal Direct Stafford/Ford Loan Program. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and may make use of one of the plans described under "Payment Plans and Loan Options" in this chapter. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. Inquiries about student loans should be addressed to the loan coordinator in the Office of Financial Aid.

CAMPUS JOBS

The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students usually work an average of eight hours a week for 32 weeks, usually for Residence and Dining Services, with a normal earnings ceiling of \$1,560. Students in other classes hold regular jobs averaging 10 hours a week for 32 weeks and can earn up to \$1,950. Student-specific earnings limits are specified in aid awards and may not be exceeded. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses but some students use part of their earnings toward required fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded College Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, community service positions.

GRANTS

Grants are gifts that do not require repayment by the student or her family. We participate in the Federal Pell Grant Program and receive a yearly allocation for Federal Supplemental Educational Opportunity Grants and Massachusetts State Gilbert Grants. Most grants, however, are awarded from college funds given for this purpose; from more than 195 restricted funds given to the college to support students in particular disciplines or from specific geographic areas; by annual gifts from individual alumnae and by Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations and other organizations; and from general income.

OUTSIDE AID

Outside merit awards may be used to reduce a student's suggested loan; job; or family contribution, if permitted by federal regulations. The first \$500 in outside aid may be used as a direct dollar-for-dollar reduction. Any amount between \$501 and \$3,500 is used to reduce equally Smith Grant and the suggested loan, job or family contribution. Awards in excess of \$3,500 replace Smith Grant dollar for dollar. The Office of Financial Aid must

be notified by July 1 of the award year in order to ensure reduction in the loan, job or family contribution. Outside aid received after July 1 could reduce the Smith Grant only.

Entitlement awards for state or federal sources and tuition subsidies based on parents' employment are not considered merit aid and reduce any Smith Grant dollar for dollar. One-half of rehabilitation benefits received will first reduce the standard suggested loan, up to one-half of the loan amount, and the remainder will reduce Smith Grant. Rehabilitation assistance for books goes directly to the student and does not affect the aid package. Need-based loans to the student from state or outside agencies may be used to replace either the suggested federal loan or job dollar for dollar.

MUSIC SCHOLARSHIPS

Each year the college awards scholarships equal to \$250 per year for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

The Ernst Wallfisch Scholarship in Music

A full-year music performance scholarship (vocal or instrumental) to be granted by the Music Department to a first-year student, sophomore or junior enrolled in a performance course at Smith College, based on merit and commitment.

SCHOLARSHIPS FOR NORTHAMPTON AND HATFIELD RESIDENTS

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Thursday, and 2 to 4:30 p.m. on Friday, between January 15 and June 15. Inquiries may also be made by calling the financial aid office at (413) 585-2530, between 8:30 a.m. and 4:30 p.m. Eastern time.

Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 625 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from virtually every state and more than 60 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT I and SAT II tests, or ACT and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Smith College makes every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 33–42.

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- three years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

Smith College will accept college-level work completed prior to matriculation as a degree student provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures section for further information regarding eligibility for and use of such credit.

Entrance Tests

We require each applicant to take the Scholastic Assessment Test (SAT I) or the American College Test (ACT). SAT II: Subject Tests, especially the one in Writing, are strongly recommended but not required. She should select the other two in fields where she has particular interests and strong preparation. We recommend that a candidate take the examinations in her junior year to keep open

the possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT I and SAT II tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Applying for Admission

A student interested in Smith has three options for applying—Fall Early Decision, Winter Early Decision and Regular Decision. (Foreign nationals should read the International Students section on p. 46 for further information.)

Early Decision

Fall and Winter Early Decision Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other

colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

A student applying for Early Decision should take her SAT I and, if possible, three SAT II tests before her senior year. The ACT may be substituted for the SAT. Supporting materials must include mid-semester senior grades.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. Candidates are notified of financial aid decisions at the same time as the admission decision.

Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (p. 52) for information governing eligibility for and use of Advanced Placement credit.

First-Year Students' Admission Deadline Dates

	Fall Early Decision	Winter Early Decision	Regular Decision
Submit preliminary application and fee by:	November 15	January 1	January 15
Submit all other parts of the application by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
Testing completed by:	October	November	January
File the financial aid application with the Smith Office of Financial Aid by:	November 15	January 1	February 1
Ask your counselor to send senior grades by:	November 15 (first-term grades)	January 1 (first-term grades)	February 1 (midyear grades)
We notify each candidate by:	December 15	early February	early April
<i>(Deferred applicants for Fall or Winter Early Decision are automatically reconsidered with Regular Decision applicants in the spring.)</i>			
Submit the nonrefundable enrollment deposit to hold a space in the class by:	January 1	February 20	May 1
Return completed Health Services preadmission form by:	June 1	June 1	June 1

International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information

with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors and information sessions for students and their families begin in mid-March.

Deferred Entrance

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may defer her entrance for one year to work, travel or pursue a special interest if she makes this request in writing to the director of admission by June 1.

Deferred Entrance for Medical Reasons

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may request to postpone her entrance due to medical reasons if she makes this request in writing, explaining the nature of the medical problem, to the director of admission by August 30. At that time, the college will outline expectations for progress over the course of the year. A Board of Admission subcommittee will meet the following March to review the student's case. Readmission is not guaranteed.

Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application by November 15 and send all credentials by December 1. Decisions will be mailed by December 15. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. Candidates whose applications are complete by March 1 will receive admission decisions by the first week in April. Students whose applications are complete by May 1 will receive decisions by mid-May. Candidates whose applications are complete by June 1 will receive decisions by mid-June. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pages 43–44 of this catalog.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which

time she normally completes 64 credits. A student may not transfer to the junior class and spend any part of the junior or senior year studying on off-campus programs.

International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.* Because of the limited amount of aid available for foreign nationals, we require that those needing aid apply under the Winter Early Decision Plan or the Regular Decision Plan.

Visiting Year Programs

Smith College welcomes a certain number of guest students for one year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend their sophomore, junior or senior year at Smith.

International students may apply to spend a year at Smith under the International Visiting Program. (Exceptions may be made if a student wishes to visit for only one semester.) Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendations and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. We regret that financial aid is not available for these programs.

Information and application material may be obtained by writing to Visiting Year Programs, Office of Admission, Smith College, Northampton, Massachusetts 01063.

Readmission

See Withdrawal and Readmission, page 55.

Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars places particular emphasis on an autobiographical essay and an exchange of information. A candidate should schedule her interview appointment before submitting her application and, when possible, at least two months prior to the deadline, February 1. It is the applicant's responsibility, before scheduling her interview appointment, to contact previous educational institutions to request that all relevant credentials be sent directly to the Ada Comstock Scholars Program Office.

Ada Comstock Scholars are expected to have completed at least one year of transferable credit before matriculation at Smith. Those students who offer little or no college-level work normally are

advised to enroll elsewhere to fulfill this requirement before initiating the application process.

Candidates are advised to file application and credentials as early as possible. For a candidate to be considered for September entrance, the application and all attendant material must be in the Ada Comstock Scholars Program Office by February 1.

A candidate's status as an Ada Comstock Scholar must be designated at the time of application. An applicant admitted as a student of traditional age will not be permitted to change her class status to Ada Comstock Scholar. A woman who meets the transfer credit guideline must apply as an Ada Comstock Scholar *if* she also meets the federal government's guidelines defining independent students:

- at least 24 years old
- a veteran
- responsible for dependent(s) other than a spouse.

A brief description of the program can be found on pages 10–11. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by e-mail may be addressed to the Ada Comstock Scholars Program Office.



Academic Rules and Procedures

Requirements for the Degree

The requirement for the bachelor of arts degree from Smith College is completion of 128 credits of academic work. Satisfactory completion of a major is also required, and at least 64 credits must be outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. (For accelerated programs, see p. 10.) A student on a Smith Junior Year Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Election of Courses

Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits taken for regular letter grades.

Approved summer-school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. No more than 12 summer school credits will be allowed toward the degree. See Academic Credit, pages 51–53.

A student enters her senior year after completion of a maximum of six semesters and attainment of at least 96 Smith College or approved transfer credits. Normally, a student may not enter the senior year with a shortage of credits.

Admission to Courses

PERMISSIONS

Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition the administrative board for permission to enter or drop a year-long course with credit at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

SEMINARS

Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

SPECIAL STUDIES

Special Studies are open only to qualified juniors and seniors. Permission of the instructor, the department chair and, in some cases, the whole department is required. A maximum of 16 credits of special studies may be counted toward the degree.

STUDENT-INITIATED COURSES

Student-initiated courses for credit may be proposed by sophomores, juniors and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. Between 10 and 15 students must

enroll in the course. The procedures for initiating such a course are available in the dean of the faculty's office, College Hall 27. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester and November 1 for the second semester.

INDEPENDENT STUDY

Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Policy is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

INTERNSHIPS

An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Policy is required. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

AUDITING

A student may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

AUDITING BY NONMATRICULATED STUDENTS

A nonmatriculated student who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar's office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio classes may not be audited except by permission of the art faculty following a written request to the department. Records of audits are not maintained.

Changes in Course Registration

ADDING AND DROPPING COURSES

During the first 10 class days (up to September 17 in the first semester and February 6 in the second semester), a student may enter or drop a course with the approval of the adviser. *From the*

11th through the 15th day of class (up to September 24 in the first semester and February 13 in the second semester), a student may *enter* a course with the permission of the instructor, the adviser and the class dean.

After the 10th day of classes a student may *drop* a course up to the end of the fifth week of the semester (October 8 in the first semester and February 27 in the second semester):

1. after consultation with the instructor;
2. with the approval of the adviser and the class dean; and
3. if, after dropping the course, she is enrolled in at least 12 credits for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may drop a course at any time up to the last day of classes, for any reason, without penalty. The drop form requires the signatures of the instructor, adviser and class dean.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Fine for Late Registration

A student who has not registered for courses by the end of the first 10 days of classes will be fined \$25, payable at the time of registration. In addition, a fine of \$25 will be assessed for each approved petition to add or drop a course after the deadline. If a student has not completed registration by the end of the six weeks, she will be administratively withdrawn.

Five College Course Enrollments

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office and in the registrar's office. Information is also available through the Five College on-line catalogue. Free bus transportation to and from the institution is available for Five College students. Students in good standing, with the exception of first-year students in their first semester, are eligible to take a course at one of the other institutions, if the course is appropriate to her educational plan. A student may take no more than half of her course program in any semester off campus. A student may register for an approved course at one of the other four institutions no later than September 17 in the first semester, and February 6 in the second semester. Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 339–346 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, pass-fail procedures and deadlines for completing coursework and taking examinations. Regulations governing changes in enroll-

ment in Five College courses are included in the students' registration packets each semester. Inquiries should be addressed to the registrar at the appropriate institution.

Academic Credit

Grading

Grades are recorded by the registrar at the end of each semester. Grade reports are sent to each student, with copies for her family and adviser, in January and June.

Grades at Smith indicate the following:

A (4.0)	C– (1.7)
A– (3.7)	D+ (1.3)
B+ (3.3)	D (1.0)
B (3.0)	D– (0.7)
B– (2.7)	E (0.0)
C+ (2.3)	S: satisfactory (C– or better)
C (2.0)	U: unsatisfactory

SATISFACTORY/UNSATISFACTORY OPTION

Coursework in any one semester may be taken for a satisfactory (C– or better)/unsatisfactory grade, providing that:

- 1) the instructor approves the option;
- 2) the student declares the grading option by the end of the ninth week of classes (November 7 for first-semester courses and yearlong courses, and April 3 for second-semester courses); and
- 3) the student is carrying 12 credits for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.)

Satisfactory/unsatisfactory grades do not count in the grade point average.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for credit with the satisfactory/unsatisfactory grading option. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Advanced Placement credit may be used with the approval of the Administrative Board only (1) to make up a shortage of credits incurred through failure; (2) to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major.

College Credit Earned Before Matriculation

Beginning with the Class of 2000, Smith College will accept college credit with a grade of B- or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith College guidelines for transfer credit and submitted on an official college or university transcript. Note that the restriction of 32 credits holds for any combination of AP and/or college credit earned before matriculation. Credits earned before matriculation may be used in the same manner as AP

credits toward the Smith degree. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree.

Summer-School Credit

Up to a maximum of 12 credits earned in approved summer-school courses can be counted for the degree. With the prior approval of the class dean, the credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program.

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement credit.

A student may not enter her senior year with fewer than 96 credits of Smith College or approved transfer credit. A student may not participate in a Smith-sponsored or affiliated Junior Year Abroad or exchange program with a shortage of credit.

Interterm Credit

The college may offer courses for credit during the Interterm period. Such courses will carry one to four credits and will count toward the degree. No credit will be given for Interterm courses taken elsewhere (including those offered on other Five College campuses), and students may not take more than four credits during any one Interterm at Smith.

The Interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer non-credit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments

concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

Repeating Courses

Normally courses may not be repeated for credit. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department. A student who has failed a course may repeat it with the original grade remaining on the record. The second grade is also recorded. A student who wants to repeat a course she has not failed may do so for no credit. The second grade is recorded but does not count in the grade point average.

Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected office, either campus-wide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics.

A first-year student whose grade point average is less than 1.3 for her first semester at the college may be required to withdraw before the subsequent semester. A first-year student with a grade point average between 1.8 and 2.0 for her first semester at the college may be given a low-record warning. The class dean will report this student to the administrative board and will notify the student and her parents that if the grade point average does not rise to 2.0 the following semester, she will be placed on academic probation.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) For students of traditional age, the record cannot have more than an eight-credit shortage for more than two consecutive semesters. (2) For Ada Comstock Scholars receiving financial aid, at least 75 percent of all credits attempted in any academic year must be completed in order to continue receiving aid. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid.

Absence from Classes

A student who is absent from classes for more than six weeks in any semester may not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college by action of the administrative board, the honor board, the college judicial board or the dean of the college. There will be no refund for tuition or room fees.

The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with

students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

Leaves, Withdrawal and Readmission

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for academic reasons (on a Smith or non-Smith program) or for personal reasons may request a leave of absence. The request must be filed with the student's class dean by May 1 for a fall semester or academic year leave; by December 1 for a second semester leave. The reservation deposit, if paid, is credited to the student's account to be applied toward the next semester's/year's fees. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from college forfeiting her reservation deposit (\$200) if paid.

A student going on a Smith College Junior Year Abroad program or studying abroad independently must file for a leave of absence by the appropriate deadline.

A student who wishes to complete part or all of her senior year at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class dean's office) for transferring credit. A student may request provisional approval of transfer credit through the class deans' office. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the class dean's office). A student's tuition account must be in good standing or the leave of absence will be canceled.

Medical Leave

If a student leaves the college on the advice of the health services, confirmation will be sent to her and her family by the registrar. When she wishes to return, she must apply for readmission through the registrar. A full report from her physician must be sent to the director of health services (or the associate director when specified) for evaluation; a personal interview and documentation of improved functioning may be required before an application for readmission is considered by the administrative board. Certification by the health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

Short-Term Medical Leave

A student who is away from campus for an extended period of time (i.e., a week or more) for medical reasons may be placed on a short-term medical leave by Health Services. Instructors will

be notified of the student's status by the class deans' office.

Any student who is placed on short-term medical leave, whether by Health Services or through her class dean, must contact Health Services for clearance before returning to campus. Health Services may require documentation from her practitioner before the student can return. The student must notify her class dean of her intention to return to classes.

Mandatory Medical Leave

The college physician or the director of the counseling service may require the withdrawal of a student who has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

Withdrawal and Readmission

A student who plans to withdraw from the college should notify her class dean and must submit writ-

ten notice of such intent to the registrar. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded. The official date of withdrawal recorded on the student's record is the last day the student attended classes at Smith College.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before November 1. The administrative board acts upon all requests for readmission and may require that applicants meet with the class dean or director of Health Services before considering the request. Normally, students who have withdrawn from the college must be away for at least one full semester.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.

Graduate Study

At Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members and access to superb facilities. Each year about 130 students participate in advanced work, which is available in most departments at the college and in various professional fields. Many graduate students choose Smith as a transition from one field to another, to prepare on the graduate level for further work elsewhere, for their personal enjoyment or to pursue special programs that are available here. They may be working toward a degree or diploma, or they may enroll as special students (nondegree) and register for one or more courses. They all find that they are part of a well-respected program of quality.

We offer graduate work leading to the degrees of master of arts, master of arts in teaching, master of fine arts, master of education, master of education of the deaf, master of science in exercise and sport studies and master and Ph.D. in social work, as well as a limited program leading to the degree of doctor of philosophy. In special one-year programs, students from foreign countries may qualify for a certificate of graduate studies or a diploma in American studies.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate de-

grees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All American applicants who wish to be considered for financial aid must submit all required application materials before January 15 of the proposed year of entry into the program; and financial aid forms before February 15. All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program. The deadline for admission without financial aid to most graduate programs is April 15 of the proposed year of entry for the first semester, and December 1 for the second semester. Exceptions to this deadline are as follows: Master of Arts in Italian, January 15; Master of Fine Arts in Dance, January 15; Master of Education of the Deaf, April 1.

OFFICE OF GRADUATE STUDY
106 LILLY HALL
SMITH COLLEGE, NORTHAMPTON, MA 01063
TELEPHONE: (413) 585-3050
E-MAIL: GRADSTDY@SMITH.EDU

Applicants must submit their credentials and include the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from either the Graduate Record Examination or the Miller Analogies Test. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Candidates are asked to submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith's admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Carmen Santana-Melgoza, Director of Institutional Diversity, College Hall #3, (413) 585-2141.

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. A half-time student takes a minimum course program of eight credits per semester. With the approval of their academic adviser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is

permitted, but all work for a master's degree normally must be completed within a period of four years. Exceptions to this policy will be considered by petition to the Administrative Board. During this period a continuation fee of \$50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for personal reasons may request a leave of absence. The request must be filed with the Office of Graduate Study by May 1 for a fall semester or academic year leave; by December 1 for a second-semester leave. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from the college.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the graduate office). A student's tuition account must be in good standing or the leave of absence will be canceled.

Degree Programs

Master of Arts

Applicants to the master of arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned,

of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a one semester, four-credit course or a two semester, eight-credit course. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below. Except for the department of history, which occasionally accepts M.A. candidates under special circumstances, departments that are not listed do not offer this degree.

ART HISTORY

Although Smith College is primarily an undergraduate institution, in rare and exceptional cases the Department of Art may accept a candidate for the master's degree in art history. Applicants must normally have a B.A. or equivalent degree and attain the academic sponsorship of the art historian in the department who will be their adviser. Candidates must demonstrate a reading knowledge of two languages (in addition to English), successfully complete 24 credit hours of course work, and

present an eight credit-hour master's thesis to the college in partial fulfillment of the degree requirements.

BIOLOGICAL SCIENCES

Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. We offer opportunities for advanced study and research in a wide variety of specializations within the department. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits spent in research for the thesis. An oral presentation of the thesis is required.

EDUCATION AND CHILD STUDY

The Master of Arts degree in Education and Child Study is a research or development oriented degree rather than advanced preparation for classroom teaching. Candidates for admission need to demonstrate outstanding undergraduate preparation in their field of interest. Most students will have taken some courses in education. However, an undergraduate major in education is not required. Graduate students have had backgrounds in psychology, sociology, cognitive science and philosophy, as well as other fields. Successful candidates typically will have taken courses in child development, educational and/or cognitive psychology, history, philosophy or sociology of education. Applicants should submit scores from either the Miller Analogies Test or the Graduate Record Examination. The Master of Arts degree involves focused work in a particular area, and it is important that faculty in the department are able to support this work. In order to ascertain this, applicants should contact the chair of the Department of Education and Child Study to discuss the work they wish to pursue. The program requires a thesis. Other courses are arranged with the assistance of an academic adviser to meet the needs of the student.

ITALIAN

Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature or a subject related to Italian studies, such as art, history or music; exceptions will be made in individual cases. All candidates should have a good reading

knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

MUSIC

The master of arts degree may be earned in music history or in composition. Candidates should have had at least nine courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French or Italian, to be established by a short language examination administered by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The master of arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in preparation of the thesis) and a maximum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

RELIGION

Admission will normally be limited to well-qualified applicants whose personal circumstances (family, job or the like) require them to reside within commuting distance of Smith College. A candidate must have completed undergraduate

studies in religion and in related fields such as can satisfy the department that he or she has the demonstrated competence and sufficient preparation for graduate work in religion (see, as an approximate guide, requirements for the undergraduate major in religion elsewhere in this catalogue). *In addition to* the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate it accepts. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

Master of Arts in Teaching

The degree of master of arts in teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including an appropriate concentration—normally, a major—in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.

The departments of art, biological sciences, chemistry, English, French, geology, history, mathematics, music, physics and Spanish actively cooperate with the education and child study department in administering the M.A.T. program.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 40 credits, including eight in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. (International

students not seeking certification are exempt from the summer program.) The student without teaching experience takes 16 credits in the teaching field and 16 credits in education, and practice teaching. An experienced teacher takes a minimum of 12 to 16 credits in the teaching field and eight credits in education. Of the 32 credits in the regular academic year, 12 should be at the graduate level and normally no more than eight at the intermediate level. Because this is an interdepartmental degree, students should plan their programs to include graduate-level courses in both the teaching field and education. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a pass/fail basis.

Master of Education

The program leading to the degree of master of education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the master of education program will ordinarily complete the state approved program in teacher education enabling them to meet requirements for certification in various states.

Candidates for the degree of master of education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. Applicants without teaching experience must submit a paper that is representative of their work. Applicants with teaching experience should submit a recommendation concerning their teaching.

Master of Education of the Deaf

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of

study (one academic year and one summer) leading to the degree of master of education of the deaf. The Smith College bulletin describing the program may be obtained from the Smith College Office of Graduate Study, Lilly Hall 106, Northampton, Massachusetts 01063.

Master of Fine Arts (Department of Dance)

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate interest and unusual ability in dance. Performance, production, choreography and history of dance are stressed. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a pass/fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult Rodger Blum, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

Master of Fine Arts in Playwriting

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of professional promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300 level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum.

Master of Science in Exercise and Sport Studies

Graduate study has been offered by the Smith College Department of Exercise and Sport Studies (ESS) since 1935. The program now focuses on preparing coaches for women's intercollegiate teams. The graduate curriculum blends theory courses in exercise and sport studies with hands-on coaching experience. By design, the master's program is a small one, with only 10 to 15 candidates in residence. This makes it possible to work independently with faculty and coaches. Smith has a history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and appropriate athletic experience. Students who do not have courses in exercise physiology and kinesiology should anticipate work beyond the normal 52 credits. For more information contact Michelle Finley, Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063, (413) 585-3971 (e-mail: mfinley@smith.edu; World Wide Web: <http://www.smith.edu/~dsiegel/default.html>).

Doctor of Philosophy

Smith College does not normally award the degree of Doctor of Philosophy but under special circumstances may consider an application.

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of doctor of philosophy. Applicants to the Ph.D. program should hold a master's degree or its equivalent. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based on original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the dissertation director and two other members of the faculty.

The degree of doctor of philosophy is occasionally granted in the Department of Biological

Sciences. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination. The department, however, strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Master/Ph.D. of Social Work

The School for Social Work offers a Master of Social Work Degree which focuses on clinical social work and puts a heavy emphasis on direct field work practice. The program stresses the integration of clinical theory and practice with an understanding of the social contexts in which people live. It also emphasizes an understanding of the social policies and organizational structure which influence our service delivery system. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in clinical research education and practice. It also has extensive post-graduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work Office of Admission at (413) 585-7960.

Nondegree Studies

Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least 28 credits completed with a grade of C or

better. At least five of these courses should be above the intermediate level.

Diploma in American Studies

This is a one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is January 15.

The program consists of a minimum of 24 credits: American Studies 555a and 556b (special seminars for diploma students only), 16 other credits in American Studies or in one or more of the cooperating disciplines, including American Studies 570b, the diploma thesis. A cumulative grade average of B in course work must be maintained.

Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Office of Graduate Study, Lilly Hall 106. The application deadline is August 1 for the fall semester and December 1 for the spring semester. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Personal Services

Housing

Two on-campus housing options may be available for graduate students for the 1997–98 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Rental Office, 30 Belmont Avenue. Please note that the college and all its residence facilities are closed during Thanksgiving vacation, winter recess and spring recess.

ROOM-ONLY PLAN

Cooperative graduate house with single bedrooms, large kitchen, no private bathrooms. The fee of \$3,270 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board.

ROOM-AND-BOARD PLAN

Graduate floor of an undergraduate house or off-campus residence owned and maintained by the college. Single bedrooms, no private bathrooms. The fee of \$7,250 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, plus all meals, which must be taken in the college dining room assigned to residents, except during vacation periods.

Health Services

Graduate students, both full-time and part-time, are eligible to use Smith's health services and to participate in the Smith College health insurance program (see pp. 21–22 for complete information).

Finances

Tuition and Other Fees*

Application fee	\$50
Tuition for full-time work, for the year** ..	\$21,360
Tuition for part-time work,	
per four-credit course	\$2,680
Fee per one-credit course	\$670
Summer Intern Teaching Program tuition for	
degree candidates	\$1,200

Continuation fee, per semester	\$50
Room and board for the academic year† ..	\$7,250
Room only for the academic year	\$3,270
Health insurance estimate (if coverage will begin August 15)	\$740
(if coverage will begin July 1)	\$804

For additional information concerning fees for practical music and studio art see page 35.

Statements for semester fees are mailed on or about July 10 and December 10. Payment of charges for the first semester is due by August 5 and for the second semester by January 5. Balances unpaid at this time are subject to a Late Payment Fee (LPF) equivalent to an annual percentage rate of 15 percent. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

Deposit

A general deposit of \$100 is required from each student upon admittance. (This is a one-time deposit that will be refunded in October, or approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.)

Refunds

Please refer to pages 35–37 for full information on refunds.

Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Application forms for scholarships may be obtained from the Office of Graduate Study; completed applications and all supporting material are due February 15: the Free Application for Federal Student Aid (FAFSA) and a copy of student's IRS form 1040, 1040A or 1040EZ.

Several scholarships are available for international students. Candidates should write to the Office of Graduate Study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by January 15.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance and music. The stipend at present is \$8,970 for the first year and \$9,370 for the second year. Teaching fellows receive assistance to reduce or eliminate tuition expenses. Applicants who are interested in teaching fellowships should note this interest on side two of their application for admission. Returning students should submit a letter requesting fellowship consideration to the Office of Graduate Study by January 15.

Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment.

During the academic year the research fellow usually carries a half-time graduate program. The teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one

* Subject to change
** This entitles students to use Smith's health services.
† This does not include winter and spring recesses. All houses are closed during winter vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.

of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid. A Federal William D. Ford Direct Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has instituted a forgivable loan program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that loan up to a maximum of 65 percent.

Requests for loan information should be addressed to the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

Changes in Course Registration

During the first 10 class days (up to September 17 in the first semester and February 6 in the second semester) a student may *drop or enter* a course with the approval of the adviser.

From the 11th through the 15th day of class (up to September 24 in the first semester and February 13 in the second semester), a student may *enter* a course with the permission of the instructor, the adviser and the director of graduate study.

After the 10th day of classes a student may *drop* a course up to the end of the fifth week of the semester (October 8 in the first semester and February 27 in the second semester):

- 1) after consultation with the instructor; and
- 2) with the approval of the adviser and the director of graduate study.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may

take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a request for an extension. This must reach the graduate office before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension as well as a tentative grade. If the extension is granted, the work for the course must be completed and a grade submitted before the end of one calendar year from the time of initial enrollment in that course. If no grade is on file in the Office of Graduate Study by the end of that period, a grade of "E" (failure) for the course will be recorded on the student's record. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.

Courses of Study, 1997-98

	Designation	Academic Division
Major and Minor in the Department of Afro-American Studies	AAS	I
Interdepartmental Major in American Studies	AMS	II
Interdepartmental Major in Ancient Studies	ANS	I/II
Majors and Minor in Anthropology	ANT	II
Majors: Anthropology	ANT	II
Sociology and Anthropology	SAN	II
Minor: Anthropology	ANT	II
Interdepartmental Minor in Archaeology	ARC	I/II
Major and Minors in the Department of Art	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Major and Minor in the Five College Department of Astronomy	AST	III
Interdepartmental Major in Biochemistry	BCH	III
Major and Minor in the Department of Biological Sciences	BIO	III
Major and Minor in the Department of Chemistry	CHM	III
Majors and Minors in the Department of Classical Languages and Literatures	CLS	I
Major: Classical Studies	CST	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in Comparative Literature	CLT	I
Major and Minors in the Department of Computer Science	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Major and Minor in the Five College Dance Department	DAN	I
Major and Minor in the Department of East Asian Languages and Literatures*	EAL	I
Interdepartmental Minor in East Asian Studies	EAS	I/II
Major and Minor in the Department of Economics	ECO	II
Major and Minor in the Department of Education and Child Study	EDC	II
Interdepartmental Minor in Engineering	EGR	III
Major and Minor in the Department of English Language and Literature	ENG	I

Key: Division I The Humanities
 Division II The Social Sciences and History
 Division III The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)

Interdepartmental Minor in Ethics	ETH	I/II/III
Minor in the Department of Exercise and Sport Studies	ESS	III
Interdepartmental Minor in Environmental Science	EVS	III
Interdepartmental Minor in Film Studies	FLS	I/II
Majors in the Department of French Language and Literature	FRN	I
Majors: French Language and Literature	FRL	I
French Studies	FRS	I
Major and Minor in the Department of Geology	GEO	III
Majors and Minors in the Department of German Studies	GER	I
Majors and Minors:		
German Literature Studies	GLS	I
German Culture Studies	GCS	I
Major and Minor in the Department of Government	GOV	II
Major and Minor in the Department of History	HST	II
Interdepartmental Minor in History of the Sciences	HSC	I/II/III
Interdepartmental Minor in International Relations	IRL	II
Major and Minor in the Department of Italian Language and Literature	ITL	I
Interdepartmental Minor in Jewish Studies	JUD	I/II
Interdepartmental Major and Minor in Latin American Studies	LAS	I/II
Interdepartmental Minor in Logic	LOG	I/III
Interdepartmental Minor in Marine Sciences	MSC	III
Major and Minor in the Department of Mathematics	MTH	III
Interdepartmental Major and Minor in Medieval Studies	MED	I/II
Major and Minor in the Department of Music	MUS	I
Interdepartmental Minor in Neuroscience	NSC	III
Major and Minor in the Department of Philosophy	PHI	I
Major and Minor in the Department of Physics	PHY	III
Interdepartmental Minor in Political Economy	PEC	II
Major and Minor in the Department of Psychology	PSY	III
Interdepartmental Minor in Public Policy	PPL	II/III
Major and Minor in the Department of Religion and Biblical Literature	REL	I
Majors in the Department of Russian Language and Literature	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Majors and Minor in Sociology	SOC	II
Majors: Sociology	SOC	II
Sociology and Anthropology	SAN	II
Minor: Sociology	SOC	II
Majors and Minors in the Department of Spanish and Portuguese*	SPP	I
Majors: Peninsular Spanish Literature	SPN	I
Latin American Literature	SLL	I
Portuguese-Brazilian Studies	SPB	I
Minors: Spanish	SPN	I
Portuguese-Brazilian Studies	SPB	I

*Portuguese language courses are designated POR.

Major and Minor in the Department of Theatre	THE	I
Interdepartmental Minor in Third World Development Studies	TWD	I/II
Interdepartmental Minor in Urban Studies	URS	I/II
Interdepartmental Major and Minor in Women's Studies	WST	I/II/III
Extrdepartmental Course in Accounting	ACC	II
Interdepartmental Course in General Literature	GLT	I
Interdepartmental Courses in Philosophy and Psychology	PPY	I/III
Other Extrdepartmental Courses	EDP	
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Certificate in African Studies	AFC	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	
Five College Certificate in Middle East Studies	MEC	
Five College Self-Instructional Language Program	SIL	
Interterm Courses Offered for Credit		
Science Courses for Beginning Students		

Deciphering Course Listings

COURSE NUMBERING

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

- 100 level Introductory courses (open to all students)
- 200 level Intermediate courses (may have prerequisites)
- 300 level Advanced courses (have prerequisites)
- 400 level Independent work—the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
- 400 Special Studies
 - 400a/b (variable credit, as assigned)
 - 404a (first semester, four credits)
 - 404b (second semester, four credits)

- 408d (full year, eight credits)
- 410 Internships (credits as assigned)
- 420 Independent Study (credits as assigned)
- 430d Honors Thesis (full year, eight credits)
- 431a Honors Thesis (first semester, eight credits)
- 432d Honors Thesis (full year, 12 credits)
- 500 level Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
 - 580 Special Studies
 - 590 Thesis
 - 900 level Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

An “a” after the course number indicates that the course is offered in the fall, a “b” in the spring; a “j” indicates a course offered for credit during Interterm; a “c” indicates a summer course; and a “d” indicates a full-year course in which credit is granted after two semesters and the grade is cumulative.

The same course offered in both fall and spring is assigned the same number and listed separately with the indication that the spring course is a repetition of the fall course. For example:

ENG 101a Forms of Writing
ENG 101b A repetition of 101a

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated. For example:

BIO 111a Introduction to Biology
BIO 112b A continuation of 111a
Prerequisite: 111a

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only (i.e., introductory language courses). In all other cases, the course is listed "101a, 102b. Prerequisite for 102b is 101a."

Language courses are numbered to provide consistency among departments.

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110d if it is a full-year course, 111a or 111b if it is a one-semester course.
- Intermediate language courses are numbered 120a and 120b for low intermediate and 220a and 220b for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). "Fast track" courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and described in that department's course listings.

COURSES WITH LIMITED ENROLLMENT

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the depart-

ment chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department's course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

INSTRUCTORS

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- * absent for the first semester
- ** absent for the second semester
- § director of a Junior Year Abroad Program
- ¹ appointed for the first semester
- ² appointed for the second semester

The phrase "to be announced" at the end of a course description refers to the instructor's name.

MEETING TIMES

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

OTHER SYMBOLS AND ABBREVIATIONS

- dem.: demonstration course
- lab.: laboratory
- Lec.: lecture
- sec.: section
- dis.: discussion
- () : A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.

- (C): The history department uses a “C” in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): The history department uses an “L” in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.
- L: The dance and theatre departments use an “L” to designate that enrollment is limited.
- P: The dance and theatre departments use a “P” to designate that permission of the instructor is required.
- AP: Advanced Placement. See p. 52.
- S/U: Satisfactory/unsatisfactory. See p. 51.
- [] Courses in brackets will not be offered during the current year.
- { } Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 27 for a fuller explanation). Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g.,

English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Following is a listing of the major fields of knowledge as described on pages 7–8; multiple designations are separated by a backslash, e.g., **{L/H/F}**:

- L** Literature
- H** Historical studies
- S** Social science
- N** Natural science
- M** Mathematics and analytic philosophy
- A** The arts
- F** A foreign language
-
- WI** The letters WI in boldface indicate a course is writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course.

Afro-American Studies

Associate Professor

Louis E. Wilson, Ph.D., *Chair*

Adjunct Associate Professor

Carolyn Jacobs, Ph.D.

Assistant Professor

**Ann Arnett Ferguson, Ph.D.

Instructor

Emily Bernard, B.A.

Lecturers

Ed Ferguson, Ph.D.

²John Bracey

²Horace Boyer

²Yusef Lateef

[Courses in brackets will not be offered during the current year.]

Students majoring or minoring in Afro-American studies must take two of 111a, 113a or 117a.

111a Introduction to Black Culture

An introduction to some of the major perspectives, themes and issues in the field of African-American studies. Our focus will be on constructs of citizenship and racial identity, of individual and group rights as we examine the economic, social and legal structures which frame the Black experience in the United States today. {S} 4 credits

Ann Arnett Ferguson

T Th 9–10:20 a.m.

113a Survey of Afro-American Literature: 1740 to 1900

An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Texts will include poetry, prose and, primarily, works of fiction. Writers include Harriet Brent Jacobs, Charles Chesnut, Frances Harper and Paul Laurence Dunbar. {L} 4 credits

Emily Bernard

M W F 10–10:50 a.m.

117a History of Afro-American People to 1960

An examination of the broad contours of the history of the Afro-American in the United States. Consideration of the cosmology of the West Africans, American slavery systems and the Afro-American's resistance; the rise of Jim Crow; the philosophies

of W.E.B. DuBois, Booker T. Washington, Marcus Garvey, Martin Luther King, Jr. and Malcolm X. {H} 4 credits

Louis Wilson

T Th 10:30–11:50 a.m.

DAN 142a B. Comparative Caribbean Dance I

Yvonne Daniel (UM)

PHI 210b Issues in Recent and Contemporary Philosophy

Topic for 1997–98: American Philosophy in Black and White. 4 credits

Elizabeth V. Spelman

M W 2:40–4 p.m.

212a Culture and Class in the Afro-American Family

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical, cultural, structural and class variables on contemporary Afro-American families, using current research, family cases and implications of public policy. {S} WI 4 credits

Ann Arnett Ferguson

T Th 3–4:50 p.m.

SOC 213a Ethnic Minorities in America

THE 214a Black Theatre

[216a Colloquium: Afro-American Folk Culture]**{S}** 4 credits**[218b History of Southern Africa]****{H}** 4 credits**SOC 218a Urban Sociology****[220a Women of the African Diaspora]**

A cross-cultural examination of the roles of women of the African diaspora. Selected societies include those of the United Kingdom, North America, Latin/South America and the Caribbean. A study of the similarities and differences in the roles women play as workers in both the public and private domains. Issues surrounding industrialization and urbanization, gender relations, religion, politics, health and class will be considered. Recommended background: an introductory course in anthropology, sociology or women's studies. **{S}** 4 credits

222b Introduction to African American Music: Gospel, Blues and Jazz

The course is designed to introduce the student to the various music forms and their histories within the African American community from the early 19th century to the present. Specifically, the course will focus on spirituals, folk, blues, gospel and jazz. (E) **{A}** 4 credits

Horace Boyer and Yusef Lateef

T Th 9–10:20 a.m.

GOV 227a Government and Politics of Sub-Saharan Africa*Walter Morris-Hale*

T Th 10:30–11:50 a.m.

GOV 231b Government and Plural Societies*Walter Morris-Hale*

T Th 10:30–11:50 a.m.

[ANT 231a Africa: A Continent in Crisis]**232b The Black Church in the United States**

This course relates to a survey of African religions and the development of the Black Church in its visible and "invisible" institutional forms during the colonial period, and merging of these two branches, free and slave, following the Civil War. Also, the emergence of Holiness and Pentecostal sects, and the impact of urban migrations on Black

spiritual expression, the Black Church and civil rights, gender issues and the recent challenge of Islam. (E) **{H}** 4 credits

John Bracey

T Th 10:30–11:50 a.m.

237b Major Black Writers: The 20th Century

A survey of the evolution of African-American literature during the 20th century. This class will build on the foundations established in AAS 113, Survey of Afro-American Literature. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. **{L}** 4 credits

Emily Bernard

M W F 10–10:50 a.m.

[PHI 240b Philosophy and Women]**[243b Afro-American Autobiography]**

This course is designed to provide an examination of the ways in which race and gender intersect in shaping the narrative strategies of black American writers of autobiography. We begin with Douglass' *Narrative* and Linda Brent's *Incidents in the Life of a Slave Girl*, and we read such recent works as Maya Angelou's *I Know Why the Caged Bird Sings* and Patricia Williams' *The Alchemy of Race and Rights*. **{L}** 4 credits

DAN 243a B. Comparative Caribbean Dance II*Yvonne Daniel*

M 7–10 p.m.

245a Colloquium: The Harlem Renaissance

An analysis of the first cohesive cultural movement in African-American literary history. This class will employ works of fiction, poetry, prose and visual art in order to explore the significant issues raised during this period. Writers include Langston Hughes, Zora Neale Hurston, James Weldon Johnson and Nella Larsen. 4 credits

Emily Bernard

M W 1:10–2:30 p.m.

[255b History of African American and Jewish American Relations in the United States From the Colonial Period to About 1980]**{H/S}** 4 credits

[258a (L) 20th-Century Africa: A Modern History]

{H/S} 4 credits

PSY 267b Psychology of the Black Experience

270b The History of Afro-Americans in the South From the Civil War to the End of World War II

Topics include the Civil War, Reconstruction, Northern Migration, disfranchisement and segregation, and the reimposition of white supremacy. The emergence of black colleges and universities during the "segregation era" and the philosophies of Booker T. Washington and W.E.B. DuBois will also be discussed. {H} 4 credits

Louis Wilson

T Th 9–10:20 a.m.

278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

An interdisciplinary study of Afro-American history from the Brown Decision to 1970. Particular attention will be given to the factors which contributed to the "Civil Rights Movements," the rise of "Black Nationalism" and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history or Afro-American literature. Enrollment limited to 40. Not open to first-year students. Recommended: 117. {H} 4 credits

Louis Wilson

T Th 1–2:50 p.m.

287b History of Africa to 1900

This course will survey the history of Africa from earliest times to the era of European imperialism, which leads to conquest and colonial rule in Africa by 1900. Themes that will receive our attention include Western perceptions of Africa, the origin of human society, ancient Egypt of the Pharaohs, the medieval states of West Africa, Swahili civilization in East Africa, the trans-Atlantic slave trade and European imperialism in late 19th-century Africa. {H} 4 credits

Ed Ferguson

M 7:30–9:30 p.m.

[THE 315b Colloquium: African and Caribbean Theatre]

[317a Seminar: History of the Afro-American Woman and the Feminist Movement, 1830 to Present]

{H} 4 credits

GOV 321b Seminar in Comparative Government

Topic for 1997–98: Power and Politics in Africa: The Female Factor.

Walter Morris-Hale

T 1–2:50 p.m.

[326b Seminar: The Sociocultural Development of the Afro-American Woman]

Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature. {S} 4 credits

330a Seminar: African Autobiography in History

This seminar will examine autobiographical writings set in 20th-century Africa. The purpose is to learn how individual lives have been shaped by colonialism, white minority rule and the post-colonial condition. Research papers are expected to provide a historical and social context that illuminates the particular life writing selected for study by each participant. Prerequisite: 218 or 258 or permission of the instructor. (E) {H} 4 credits

Ed Ferguson

M 7:30–9:30 p.m.

335b Seminar: Free Blacks in the U.S. Before 1865

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the Thirteenth Amendment. Recommended background: 117a. {H} 4 credits

Louis Wilson

W 7:30–9:30 p.m.

339b Seminar: American Fictions: Race and Ethnicity

A selective examination of 20th-century American literature produced by members of racial and ethnic minority groups. This course will engage critically with the relationships that the categories of race and ethnicity have to other issues—like gender, sexuality, class and the region—in the production of identities. Central to this course will be an interrogation of the validity of the terms “race” and “ethnicity” themselves. Writers include Julia Alvarez, James Baldwin, Junot Diaz, Jessica Hagedorn, Fae Ng, Bharati Mukherjee and Leslie Silko. 4 credits

Emily Bernard

Th 7:30–9:30 p.m.

GOV 345a Seminar in International Politics

Topic for 1997–98: South Africa in World Politics.

Walter Morris-Hale

T 1–2:50 p.m.

[348a Black Women Writers]

{L} 4 credits

[350b Seminar: Race and Representation: Afro Americans in Film]

{S} 4 credits

[FRN 365b Francophone Literature: Literature of the Caribbean]

404a Special Studies

Required for senior majors. 4 credits

404b Special Studies

4 credits

Courses in other departments recommended for and related to the major in Afro-American studies: ANT 232a, [340b]; DAN 272b, 375a; ECO 230b; [FRN 365b]; [GOV 311b]; HST 266a, 267a, 273b, 275a, [276a]; PSY 267b; SOC 203b.

The Major

Advisers: Ann Arnett Ferguson (fall); Louis Wilson (spring).

Adviser for Study Abroad: Emily Bernard.

Basis: two of the following: 111a, 113a, 117a.

Requirements: nine semester courses, in addition to the two introductory courses, as follows:

1. General concentration: four 100- and 200-level courses. Courses at the 300 level may also be used where appropriate;
2. Advanced concentration: four courses organized thematically or disciplinarily;
3. 400a or b: Special Studies (required for majors in junior or senior year).

Internships and study abroad may be offered where appropriate, and with the necessary permissions of the department, the Committee on Academic Policy and/or the Committee on Study Abroad.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

The Minor

Adviser: Emily Bernard.

Basis: two of the following: 111a, 113a or 117a.

Requirements: In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history or the historical, social and literary study of the Afro-American woman.

Honors

Director: Louis Wilson.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: the same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

American Studies

Daniel Horowitz, Ph.D., Professor of American Studies and of History, Sylvia Dlugasch Bauman Professor in American Studies
 Helen Lefkowitz Horowitz, Ph.D., Professor of American Studies and of History
 Marjorie Richardson, M.A., Lecturer
 Marc Pachter, Ph.D., Lecturer
¹Sherry Marker, M.A., Lecturer
¹Donald Weber, Ph.D., Lecturer
¹Brett Thomas Averitt, Ph.D., Lecturer
²Richard Todd, B.A., Visiting Writer
²Kenneth Hafertepe, Ph.D., Adjunct Associate Professor

American Studies Committee

****Robert Averitt**, Professor of Economics
Richard Fantasia, Professor of Sociology
Daniel Horowitz, Professor of American Studies and of History, Sylvia Dlugasch Bauman Professor in American Studies, *Director*
Helen Lefkowitz Horowitz, Professor of History and of American Studies

Donald Leonard Robinson, Professor of Government
****Peter Isaac Rose**, Professor of Sociology and *Director, Diploma Program in American Studies*
Helen E. Searing, Professor of Art
Susan R. Van Dyne, Professor of Women's Studies and of English Language and Literature
John Davis, Associate Professor of Art
Richard Millington, Associate Professor of English Language and Literature, *Associate Director*
Louis Wilson, Associate Professor of Afro-American Studies
Susan Clark, Assistant Professor of Theatre
[†]**Alice Hearst, J.D.**, Assistant Professor of Government
Ben Singer, Assistant Professor of Film Studies
Marjorie Richardson, Lecturer in American Studies
Sherrill Redmon, Director of the Sophia Smith Collection

[Courses in brackets will not be offered during the current year.]

100a Ideas in American Studies

A mosaic of American studies ideas presented by members of the Smith College faculty and, on occasion, selected outside speakers. Can be taken more than once when topics vary. Topic for 1997–98: American Exceptionalism: Is America Different? Lectures on the myth of classlessness, Buffalo Bill and manifest destiny, family law, jazz, the U.S. Constitution and Hollywood films. 1 credit
Susan Clark (Director) and staff
 Th 7:30–8:45 p.m., first six weeks of the semester

120a Scribbling Women

With the help of the Sophia Smith Collection and the Smith College Archives, this writing-intensive course looks at a number of 19th- and 20th-century American women writers. All wrestled with specific issues that confronted them as women;

each wrote about important issues in American society. Enrollment limited to 15. Priority given to incoming students. {L/H} WI 4 credits

Sherry Marker

M W 1:10–2:30 p.m.

201b Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of women, family structure, social class and urban experience. Normally

taken in the sophomore year. Not limited to American studies majors. **{L/H}** 4 credits

Helen Lefkowitz Horowitz, Richard Millington

T Th 1–2:30 p.m.

202a Methods in American Studies

A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol) in American studies. Prerequisites: AMS 201 or permission of the instructor. Enrollment limited to American studies majors. **{H/S}** **WI** 4 credits

Daniel Horowitz

T Th 1–2:30 p.m.

202b Methods in American Studies

A repetition of 202a. **{H/S}** **WI** 4 credits

Daniel Horowitz

T Th 1–2:30 p.m.

220a Colloquium

Topic for 1997–98: New Age America: The Role of Mysticism in Secular Culture. We will examine the 19th-century antecedents (literary, philosophical and religious) of New Age spiritualism, emphasizing the works of Emerson and Whitman. How transcendentalism, gnosticism, imagination and spirit define American cultural and individual identity. What do New Age versions of ancient doctrines and superstitions tell us about the changing sexual roles of men and women, about ethnicity and about race and class? Enrollment limited to 20. Admission by permission of the instructor.

{L/H} 4 credits

Brett Averitt

M W 1:10–2:30 p.m.

221b Colloquium

Topic for 1997–98: From the Jetsons to the Simpsons: Nationalism, Family and Identity in American Television Since 1960. This course will examine the construction of identity in U.S. television from the 1960s to the present. Analyzing the ways in which gender, sexuality, race, ethnicity and class are represented in a variety of television genres and locations (including sitcoms, dramas, talk shows, commercials, the news and MTV), we will explore the production of national identity through the ideology of normalcy, marginality and deviance. Students will be exposed to a variety of

important issues in television studies: the textual analysis of the television program; the difficulty of establishing authorial signature; the effects of advertising on television programming; the politics of popular culture; problems in defining audience identity. Students will study a variety of methodological approaches to television drawn from cultural studies, feminist criticism, Marxism and post-structuralism. Enrollment limited to 24. Admission by permission of the instructors. **{H/S}** 4 credits
Leyla Ezdinli (French) and Raphael Atlas (Music)
M W F 1:10–2:30 p.m.

230b Colloquium: The Asian American Experience

This course will explore the experiences of Asian immigrants in the United States, placing them in the framework of the far-reaching and turbulent social and political changes in an industrializing country: how their lives were altered in an alien society; the socioeconomic effects of racism; the different experiences of men and women depending on historical time and geographic origins; their sense of identity; the impacts of major events such as World War II and the Cold War, as well as postindustrialism today. Why are Asian Americans considered the “model minority”? Are they imbued with a strong cultural work ethic? What does it mean to be “American” and yet be considered a stranger from a different shore? Readings for the course will include historical and anthropological studies as well as fictional material. Admission by permission of the instructor. Enrollment limited to 25. **{H/S}** 4 credits

To be announced

To be arranged

302b Seminar: The Material Culture of New England, 1630–1860

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Classes are held in Old Deerfield, Massachusetts. Admission by permission of the instructor. Enrollment limited.

{H/A} 4 credits

Kenneth Hafertepe

M 2–4 p.m.

[340a Symposium in American Studies]

Limited to senior majors. Contact American studies office for details.

340b Symposium in American Studies

Limited to senior majors. Contact American studies office for details.

A. Topic in Political Economy

Topic for 1997–98: Leadership in the White House. Traditional rankings put presidents in categories from great (Lincoln, FDR) to mediocre (Madison, Coolidge) and failures (Grant, Nixon). After exploring the reasons for these rankings and what they reveal about American values and mythologies, students will produce their own evaluations of particular White House figures. Some may wish to focus on people other than presidents as exemplars of leadership: Dolley Madison, Edith Wilson, Eleanor Roosevelt, Hillary Rodham Clinton. **{S}** 4 credits

Donald Robinson

W 7:30–9:30 p.m.

B. Topic in Cultural Studies

Topic for 1997–98: Uncle Tom's America. Beginning with the first unauthorized stage versions of Harriet Beecher Stowe's novel *Uncle Tom's Cabin*, we will explore the radical revisions in plays, films, cartoons and dance that the original has endured in its nearly 150 years before the public eye. Uncle Tom's changing artistic legacy will be examined as a barometer for shifts in American politics, economics and social attitudes. **{L/H}** 4 credits

Susan Clark

W 7:30–9:30 p.m.

350a Seminar: Writing About American Society

An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the director of the program. Enrollment limited. Admission by permission of the in-

structor. **{L/S}** 4 credits

Sherry Marker

T 3–4:50 p.m.

351b Seminar: Writing About American Society

A repetition of 350a. **{L/S}** 4 credits

Richard Todd

Th 3–4:50 p.m.

400a Special Studies

Admission by permission of the instructor and the director.

1 to 4 credits

400b Special Studies

Admission by permission of the instructor and the director.

1 to 4 credits

408d Special Studies

Admission by permission of the instructor and the director.

8 credits

Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods, and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

410a Tutorial on Research Methods at the Smithsonian

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. Graded satisfactory/unsatisfactory only. **{H/S}** 4 credits
Donald Robinson, Director

411a Seminar: Telling Lives: 20th-Century American Biography

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and biography's links to the novel, to history and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C. **{H}** 4 credits
Marc Pachter

412a Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. **{H/S}** 8 credits
Donald Robinson, Director

Requirements for the American Studies Major

Advisers: Members of the American Studies Executive Committee.

Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors will select a focus—such as an era (e.g., antebellum America, the 20th century) or a topical concentration (e.g., ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme.

Because American studies courses are located primarily in two divisions, Humanities and Social Sciences, students are to balance their studies with courses in each. Courses taken S/U may not be counted toward the major.

Requirements: 12 semester courses, as follows:

1. 201 and 202;
2. Eight courses in the American field, at the intermediate level or above. At least four must be related in a coherent manner. At least two courses must be in the Humanities and two in the Social Sciences. At least two must be devoted primarily to the years before the 20th century. At least one must be a seminar, ideally in the theme selected;
3. One course that will enable explicit comparisons between the United States and another society, culture or region;
4. 340.

Honors

Director: Richard Millington.

430d Thesis
8 credits

431a Thesis
8 credits

Requirements: the same as those for the major, except that a thesis (431a) will be substituted for two of the eight courses in the American field. The thesis will be followed by an oral honors examination, to be taken during the spring semester.

Diploma in American Studies

Director: Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: 555a and 556b (special seminars for Diploma students only), three other courses in American studies or in one or more of the related disciplines, and American Studies 570b, Diploma Thesis (see note below).

555a Seminar: American Society and Culture

Topic for 1997–98: Social, Political and Cultural Issues to 1880. For Diploma students only. 4 credits
Donald Weber

M 7–9 p.m.

[556b Seminar: American Society and Culture]

For Diploma students only. 4 credits

Peter I. Rose

570b Diploma Thesis

4 credits

Peter Rose and others

Ancient Studies

Advisers

Patrick Coby, Associate Professor of Government
Karl Donfried, Professor of Religion and Biblical Literature

Barbara Kellum, Associate Professor of Art
Richard Lim, Assistant Professor of History,
Director

[Courses in brackets will not be offered during the current year.]

The interdepartmental major in ancient studies provides students with an opportunity to study the civilizations of the ancient Mediterranean world from a variety of disciplinary perspectives. Students are encouraged to create for themselves, through related courses in history, language and literature, art, government, philosophy and archaeology, a comprehensive understanding of the dynamic cultures bordering on the Mediterranean Sea (including the Near East) up to the time of the Muslim conquests in the seventh century C.E.

The basis of the major is grounded in the knowledge of one or more of the classical languages and in history. Aside from the basis, a prospective student is encouraged to take courses in specific areas such as ancient Greece, the Hellenistic world, Roman civilization, early Christianity and Late Antiquity; otherwise, she may choose to shape a program of study according to her own interests and in consultation with her adviser. She also has an opportunity to write an honors thesis in her senior year to synthesize her accumulated knowledge and/or to explore a particular topic in greater depth.

Qualified students in this major have the opportunity to study for one semester at the Intercollegiate Center for Classical Studies in Rome (see p. 15). The ancient studies major is designed so that it can serve as a valuable complement to a major or minor in a related department.

The Major

Basis: GRK 100d or LAT 100d or 111b (or the equivalent); either HST 202a or [203b] or [204a]

or 205b. Students are urged to become proficient in the languages of their concentration, particularly if they plan to pursue graduate studies.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200 level and above) or LAT (200 level and above); two from ancient history (200 level and above); and three from related courses in archaeology, art, classics, education, government, history, philosophy and religion (see list below).

Note that because of the prerequisites in the Department of Classical Languages and Literatures, it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

Related Courses

ARC 211a	Introduction to Archaeology
ARH 206b	The Art of Ancient Egypt and the Aegean Bronze Age
[ARH 208a	The Art of Greece]
[ARH 210a	Greek Sculpture]
[ARH 212b	Ancient Cities and Sanctuaries]
[ARH 214a	Etruscan Art]
ARH 216a	The Art of the Roman World
[ARH 310b	Studies in Greek Art]
CLS 227a	Classical Mythology
[CLS 230b	The Historical Imagination]
CLS 232b	Paganism in the Greco-Roman World
CLS 233b	Constructions of Gender and Sexuality in Greco-Roman Culture
[EDC 221a	Classical Education]

GOV 261a	Ancient and Medieval Political Theory
HST 202a	Ancient Greece
HST 203b	Alexander the Great and the Hellenistic World
[HST 204a	The Roman Republic]
[HST 205b	The Roman Empire]
HST 206a	Aspects of Ancient History
[HST 207a	Islamic Civilization to the 15th Century]
HST 302a	Topics in Ancient History
PHI 124a	History of Ancient and Medieval Philosophy
PHI 324b	Seminar in Ancient Philosophy
REL 210a	Introduction to the Bible I
REL 220b	Introduction to the Bible II
[REL 225b	Christian Origins: Archaeological and Socio-Historical Perspectives]
REL 285a	Hebrew Religious Texts
REL 287b	Greek Religious Texts
REL 333a	Seminar: The Social World of Early Christianity
[REL 382a	Directed Readings in Religious Texts: Hebrew, Greek or Latin]

Honors

Director: Richard Lim.

431a Thesis

8 credits

This is a two-semester program undertaken during the senior year. Students who plan to enter honors should contact their adviser(s) by the second semester of their junior year and submit an application.

The thesis is due on the first day of the spring semester of the senior year. The preparation for the thesis will count eight credits during the fall semester of the senior year. The candidate will be given an oral examination on the thesis during the spring semester.

Requirements: the same as those for the major, but counting the thesis in lieu of two four-credit courses.

Anthropology

Professors

**Elizabeth Erickson Hopkins, Ph.D.
Frédérique Apffel-Marglin, Ph.D.

Associate Professors

Donald Joralemon, Ph.D., *Chair*
Elliot Mayer Fratkin, Ph.D.

Assistant Professors

Ravina Aggarwal, Ph.D.
Patricia Pierce Erikson, Ph.D.

[Courses in brackets will not be offered during the current year.]

Students are strongly encouraged to complete ANT 130 or ANT 131 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, India and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Total enrollment limited to 65. {S} 4 credits

Patricia Erikson, Lec. M W 11 a.m.–12:10 p.m. (Enrollment limited to 25.)

Ravina Aggarwal, Lec. T Th 3–4:10 p.m.; dis. W 1:10–2 p.m. or W 2:40–3:30 p.m. (Enrollment limited to 40.)

130b Introduction to Cultural Anthropology

A repetition of 130a. Total enrollment limited to 50. {S} 4 credits

Elliot Fratkin, M W F 10–10:50 a.m. (Enrollment limited to 25.)

Patricia Erikson, T Th 10:30–11:50 a.m. (Enrollment limited to 25.)

[131b Perspectives on Human Behavior and Evolution]

The physiological, social and ecological premises

of human behavior and their basis in primate social and communication systems. Our biological development as hominids and its behavioral correlates. The uniqueness of language and technology as human adaptations. Contemporary political implications of the agricultural revolution and the rise of the early city and early state. Will our late 20th century commitment to modern technology and global communication prove to be a vision or a trap? To be offered in 1998–99. {S/N} 4 credits
Elizabeth Hopkins

[231a Africa: A Continent in Crisis]

Africa in the postcolonial period has become emblematic of the dislocations which have afflicted the Third World. The course will examine the social, political and economic ramifications of such issues as urbanization, class privilege, ethnicity, changing gender relations, sectarianism, civil war and AIDS. We will explore their genesis in the values and expectations of traditional African societies, in the claims of the colonial period and in the intensifying global pressures of the postwar world and Cold War politics. To be offered in 1998–99. {H/S} 4 credits

Elizabeth Hopkins

232a Third World Politics: Anthropological Perspectives

The nature of political behavior and the political process. The biology of domination. Survey of traditional political systems from the hunting band to the preindustrial state. The continuing vitality of

traditional values and strategies in the colonial and contemporary arena. Christianity, prophetic sects and Muslim fundamentalism as instruments of political action. The implications of urbanization, ethnicity and global communication on Third World politics. Forging a national identity: ideology and reality. Special emphasis will be placed on postcolonial Africa and its traditional base. **{H/S}** 4 credits

Elizabeth Hopkins

M W 2:40–4 p.m.

233b The Anthropology of Religion

A survey of the main fields of "religion" from a comparative viewpoint. The topics include religion and rationality, myth and cosmology, the relations between human societies and their deities, rites of passage, ideology and nationalism. All are set in the context of an anthropological understanding of religion as a social and cultural phenomenon. (E) **{S}** 4 credits

Ravina Aggarwal

T Th 9–10:20 a.m.

[236a Economy, Ecology and Society]

A comparative study of economic behavior from an anthropological perspective. We examine both variation and common problems faced by different societies engaged in production and exchange. Utilizing perspectives from cultural ecology, economy and history, this course compares different production systems, contrasts differences between subsistence and market economies and discusses the emergence of a global capitalist system over tribal and tributary societies in the past 500 years. To be offered in 1998–99. **{S}** 4 credits

Elliot Fratkin

[237a Native South Americans: Conquest and Resistance]

The differential impact of European conquest on tropical forest, Andean and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination. To be offered in 1998–99. **{H/S}** 4 credits

Donald Joralemon

240a Anthropology of Museums

This course analyzes museums as actors in pro-

ducing knowledge and meaning in modern societies. Museums' relations to colonialism, nationalism, ethnic resistance and positivism are explored. Projects entail describing and critiquing exhibit paradigms and technologies. (E) **{S/H}** 4 credits

Patricia Pierce Erikson

M W F 1:10–2:30 p.m.

241b Anthropology of Development

The anthropology of development and social change is examined by comparing the approaches of three distinct explanatory models—modernization theory, political economy, and alternative and participatory organization. Who sponsors development programs and why? How are power, ethnicity and gender differences affected? The course will discuss issues of gender, health care, population growth and economic dependency with readings from Africa, Asia and Latin America. **{S}** 4 credits

Elliot Fratkin

T Th 10:30–11:50 a.m.

242b Psychological Anthropology

Anthropological perspectives on psychological and psychiatric theories, focusing on the relationship between the individual and culture. Historical consideration of central topics in psychological anthropology: life history, culture and personality, transcultural psychiatry and ethnopsychology.

{S/N} 4 credits

Donald Joralemon

M W 1:10–2:30 p.m.

[243b Colloquium in Political Ecology]

This course is an introduction to the study of those factors implicated in the creation and perpetuation of the current ecological crisis. The course is structured around three categories: gender, knowledge and culture. While not exhaustive, they have been chosen as promising entry points into the study of those practices inimical or favorable to ecological health. The course will integrate community-based learning into its requirements. Students will be encouraged to volunteer in local environmental organizations or movements and test there the theoretical learning done in the course. Limited enrollment. Prerequisite: 130 or WST 250 or permission of the instructor. To be offered in 1998–99. **{S}** 4 credits

Frédérique Apffel-Marglin

244b Woman/Body/Self Cross-Culturally

The course will examine critically the categories "woman," "body," "self." It will make use of extensive material from other cultures as well as subcultures in the United States and draw on feminist anthropologists and on women writers from different cultures, as well as on feminist historical works. Prerequisite: 130 or WST 250 or permission of the instructor. {S} 4 credits

Frédérique Apffel-Marglin

T Th 1–2:30 p.m.

[245a Anthropology and Tourism]

This course explores travel as a way of knowing the world. Through a survey of ethnographies, films, tourist brochures and travel guides, we examine the transforming role that tourism plays on the environment, art, religion, music, family and gender statuses of both hosts and guests. We will also consider some consequences of global and economic pressures and indigenous counter-developmental measures. Prerequisite: ANT 130 or permission of the instructor. To be offered in 1998–99. {S} 4 credits

Ravina Aggarwal

246b The Anthropology of Science and Technology

The anthropology of science and technology is a dynamic new sub-field in the discipline. It has produced several ethnographies of laboratory life that have been widely cited outside the discipline. Turning the ethnographic gaze on aspects of modern life has been a powerful source of new insights. A fair proportion of the readings focus on gender issues. The course will introduce the ethnographies with historical background on science and technology. {H/S} 4 credits

Frédérique Apffel-Marglin

M W 9–9:50 a.m., plus one-hour discussion to be arranged

248a Medical Anthropology

The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to

30. {S/N} 4 credits

Donald Joralemon

T Th 9–10:20 a.m.

[249b Anthropology and International Health]

Anthropology is now increasingly used in international health to elicit disease taxonomies, describe help-seeking strategies and design behavioral interventions. At the same time, a growing anthropological literature about international health has criticized the models of community, of research and of knowledge employed by the major donors (USAID, the World Bank and the World Health Organization). This class will critically examine the growing role of medical anthropology in international health, and its collaboration and competition with relevant disciplines such as epidemiology, health communication, clinical medicine and parasitology. A series of case studies including cholera, malaria, so-called "new diseases" and pharmaceutical usage will highlight current issues in research and policymaking. To be offered in 1998–99. (E) {S} 4 credits

250b Native Peoples of North America

Historical and contemporary experiences of Native peoples in the United States and Canada, including missionization, boarding schools, political resistance, artistry and spirituality. Notions of "Native" and "anthropological" voice will be explored through ethnographies, oral histories and historical documents. (E) {S} 4 credits

Patricia Pierce Erikson

T Th 9–10:20 a.m.

330a History of Anthropological Theory

A survey of anthropological ideas and practices from the 19th century to the present. Topics include social evolutionism, French and British structuralism, cultural materialism, symbolic anthropology, the politics and poetics of fieldwork and ethnography, and experimental ethnography (feminist, indigenous and self-reflective ethnography). Open only to junior and senior anthropology majors or minors. {S} 4 credits

Ravina Aggarwal

T Th 10:30–11:50 a.m.

DAN 375a The Anthropology of Dance

4 credits

Yvonne Daniel

T Th 10:30 a.m.—noon

Seminars

[340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World]

The dynamics of contemporary Third World politics. What factors define the transformation or continuing vitality of traditional institutions and values under pressures of modernization, urbanization and late 20th century global technology and communications. Topics will include gender politics and gender options; Christianity, sectarian protest and Muslim fundamentalism as strategies of secular resistance and identity; ethnicity and privilege in the national arena. Permission of the instructor is required. To be offered in 1998–99.

{H/S} 4 credits*Elizabeth Hopkins***341a Seminar: Ritual, Ideology and Power**

The exploration of ritual strategies as an instrument for political action. Comparative survey of prophetic cults, sectarian Christianity, radical Islam and American fundamentalism as vehicles of protest and change. The role of millenarian movements and Liberation Theology in the creation of a national identity. Case studies will include sub-Saharan Africa, Latin America, Native North America, the Middle East and modern American society. Permission of the instructor is required.

{H/S} 4 credits*Elizabeth Hopkins*

T 3–4:50 p.m.

342a Seminar: Topics in Anthropology

Topic for 1997–98: Population, Environment and Development. Is the planet becoming too crowded? Are humans using up all the planet's nonrenewable resources? This seminar examines population and environment issues from political-economic, ecological and cultural perspectives to understand contemporary social change. Topics include population growth, migration, urbanization, epidemic diseases and the environmental

consequences of human economic activity, with examples from Africa, Asia, Latin America, Europe and North America. Prerequisite: ANT 236, 241 or permission of the instructor. **{S}** 4 credits

Elliot Fratkan

Th 1–2:50 p.m.

342b Seminar: Topics in Anthropology

Topic for 1997–98: Writing Anthropology: Writing Culture Through Fiction. How does fiction convey cultural and ethnographic truths? This course examines some of the political and poetic modes of cultural representation through topics that range from magical realism to multiculturalism, from genre to gender and racial identity, from postcolonial literature to writing for advocacy. Readings include theoretical works by literary critics, fictional texts that have made a powerful impact on ethnography, and novels, plays and short stories written by anthropologists. **{S}** 4 credits

Ravina Aggarwal

T 3–4:50 p.m.

344b Seminar: Topics in Medical Anthropology

Topic for 1997–98: Perspectives in Critical Medical Anthropology. Critical medical anthropology combines the political economy of health with traditional local-level ethnography. Programmatic essays and case studies provide background for research projects that apply this challenging new perspective in medical anthropology. Prerequisite: 248 or permission of the instructor. **{S/N}** 4 credits

Donald Joralemon

Th 3–4:50 p.m.

346b Seminar: Domination and Resistance

This seminar will consider theories of consciousness as they pertain to social practices of domination and resistance. Concepts such as false consciousness, ideology, common sense, memory and nationalism will be explored with respect to social movements and dominating political structures. **{S}** (E) 4 credits

Patricia Pierce Erikson

W 7:30–9:30 p.m.

General Courses

404a Special Studies

By permission of the department, for junior and senior majors.

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon.

Adviser for Study Abroad: Elliot Fratkin.

Requirements: 130 or 131 (basis), 330, one seminar in the department at Smith, and five additional courses in anthropology. The remaining three courses may be in anthropology or in related subjects with the approval of the adviser.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Nigeria, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore and the Philippines. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year.

Majors concentrating in archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year. The concentration may be undertaken either within the anthropology major or as a minor in anthropological archaeology (see below).

The Major in Sociology and Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Richard Fantasia, Elliot Fratkin, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Patricia Miller, Peter Rose.

Students majoring in sociology and anthropology need two advisers, one in the sociology program and one in the anthropology program.

Requirements: 10 semester courses above the basis.

SOC 101 (basis) and ANT 130 or ANT 131 (basis), SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology.

The Minor in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon.

Basis: 130 or 131.

Requirements: in addition to the basis, five elective courses are required, one of which must be either 330b or a seminar in the department.

Honors

Director: Elizabeth Hopkins.

Basis: 130 or 131 for the anthropology major, ANT 130 or ANT 131 and SOC 101 for the sociology and anthropology major.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements:

1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430, 432) written during two semesters, or a thesis (431) written during one semester.
3. An oral examination on the thesis.

Concentration in Anthropological Archaeology

Students wishing to concentrate in anthropological archaeology within the archaeology minor (see p. 87) should take ARC 211 and ANT 131 at Smith. A number of courses in archaeology are available at the University of Massachusetts. Among those which will be offered in 1997–98 are:

ANTH 325	The Analysis of Material Culture
ANTH 337	MesoAmerica Archaeology
ANTH 369	North American Archaeology
ANTH 597b	Historical Archaeology

Concentration in Biological Anthropology

The following courses, which will be offered at the University of Massachusetts in 1997–98, may be used to fulfill a concentration in biological anthropology:

ANTH 271b	Human Evolution
ANTH 317a	Primate Behavior
ANTH 397C	Medical Anthropology
ANTH 515	Primate Anatomy

Archaeology

Advisory Committee

Scott Bradbury, Associate Professor of Classical Languages and Literatures

*H. Allen Curran, Professor of Geology

Karl Donfried, Professor of Religion and Biblical Literature

**Elizabeth Hopkins, Professor of Anthropology

Caroline Houser, Professor of Art, *Director*

Barbara Kellum, Associate Professor of Art

†Dana Leibsohn, Assistant Professor of Art

Richard Lim, Assistant Professor of History

**Thalia Pandiri, Associate Professor of Classical Languages and Literatures and of Comparative Literature

Neal Salisbury, Professor of History

Lecturer

¹Jane A. Barlow, Ph.D.

[Courses in brackets will not be offered during the current year.]

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

211a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying important categories of finds such as pottery, bones, stone and metal objects, and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of ancient Cyprus. Enrollment limited to 30. {H/S} 4 credits

Jane A. Barlow

T Th 10:30–11:50 a.m.

400a Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors. 2 or 4 credits

400b Special Studies

2 or 4 credits

424c Archaeological Fieldwork

Experience in actual excavation and analysis of its results at an archaeological site done in a program under supervision approved by the Archaeology Advisory Committee. Internship must be approved also by the college Subcommittee on Honors and Independent Programs. {H} 2 or 4 credits

The Minor

Requirements:

1. ARC 211a.
2. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by the Advisory Committee. The project may be done in a variety of ways and places; for example, it may be excavation (fieldwork), or work in another aspect of archaeology in a museum or laboratory, or in an area closely related to archaeology such as geology or computer science. Students are encouraged to propose projects related to their special interests.
This project may be, but does not need to be, one for which the student receives academic credit. If the project is an extensive one for which academic credit is approved by the registrar and the Advisory Committee, it may count as one of the six courses required for this minor.
3. Four additional courses (if the archaeological project carries academic credit) or five (if the archaeological project does not carry academic credit) are to be chosen, in consultation with the student's adviser for the minor, from the various departments represented on the Advisory Committee (above) or from suitable courses offered elsewhere in the Five Colleges. A list of possible courses is available from the advisers.

No more than two courses counting toward the student's major program may be counted toward the archaeology minor. Only four credits of a language course may be counted toward the minor.

Art

Professors

Elliot Offner, M.F.A.

Helen Searing, Ph.D.

******Marilyn Martin Rhie, Ph.D. (Art and East Asian Studies)

Chester J. Michalik, M.F.A., *Associate Chair*

Jaroslav Volodymyr Leshko, Ph.D.

*****Dwight Pogue, M.F.A.

Gary L. Niswonger, M.F.A.

Craig Felton, Ph.D., *Chair*

Caroline Houser, Ph.D.

*****Susan Heideman, M.F.A.

Kennedy Professor in Renaissance Studies

Annamaria Petrioli Tofani, Dottore in Lettere

Associate Professors

*****A. Lee Burns, M.F.A.

Barbara A. Kellum, Ph.D.

John Davis, Ph.D.

§Brigitte Buettner, Ph.D.

†John Moore, Ph.D.

Harnish Visiting Artist

Robert Cumming, M.F.A.

Assistant Professors

†Dana Leibsohn, Ph.D.

Sussan Babaie, Ph.D.

Instructor

Margot McIlwain Nishimura, M.A.

Lecturers

Richard S. Joslin, M.Arch.

Carl Caivano, M.F.A.

Katherine Schneider, M.F.A.

Suzannah Fabing, A.M.

Sonya Sofield, M.Arch.

¹Martin Antonetti, M.S.L.S.

¹Rowland Abiodun, M.A.

²John Gibson, M.F.A.

²Ralph Lieberman, Ph.D.

[Courses in brackets will not be offered during the current year.]

The Department of Art believes that visual literacy is crucial to negotiations of the contemporary world. Consequently, equal weight is given to studio practice and historical analysis. Courses focus on images and the built environment and seek to foster an understanding of visual culture and human expression in a given time and place.

The art history, studio art and architecture divisions all have the year-long course ARH 100d as their foundation. Prospective majors who have received Advanced Placement credit but do not pass the ARH 100d exemption exam need to take ARH 100d.

Many courses are offered in alternate years; students should plan their schedules accordingly. Some art history courses (colloquia and seminars) have limited enrollment. During advising week, students who wish to take these courses and have

fulfilled the prerequisites should place their names on the appropriate sign-up sheets available with individual faculty members. Final selection will be made by the instructor, based on these lists.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion and history taken in the first two years valuable. A reading knowledge of foreign languages is useful for historical courses. BIO 200d is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York or other places in the vicinity for the study of original works of art.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

A. THE HISTORY OF ART

Introductory Courses

Introduction to the History of Art (ARH 100d) is open to all students; first-year students receive preference for admission to Image and Word (ARH 110b). There is no prerequisite for either of these introductory classes.

ARH 100d Introduction to the History of Art (L)

This class provides an examination of the visual arts throughout history and from around the world, with all 10 art historians within the department, as well as some colleagues from other institutions, presenting the material of individual specializations. Opening with antiquity and concluding with the contemporary era, we explore the interaction of the visual arts with major cultural, religious and social forces that have shaped civilizations. In addition to acquiring knowledge about the history of art, students are required, from the outset of this year-long course, to develop writing skills. Essays evolving from direct observation of actual works of art, many from the Smith College Museum of Art, and oral presentations at discussion section meetings, corresponding to student initiatives as well as class lectures, provide opportunities for in-depth understanding of diverse cultures and creative endeavors. This course is two semesters; normally, credit is given only upon completion of both semesters. Students with an Advanced Placement grade of 5 have the option of substituting a 200-level art history course for the second semester of ARH 100d. All students need to take the first semester of ARH 100d. Art majors must take this course for a letter grade. **{H/A}** 8 credits

Directors: *Barbara Kellum (first semester); Craig Felton (second semester)*

M W F 11 a.m.–12:10 p.m. and one 50-minute discussion section.

ARH 110b Image and Word (C)

An introduction to analyzing works of art. Topic for 1997–98: Classical Mythology in Art, from Antiquity to Modern Times. Exploration of variations in the meanings that Greek and Roman myths convey in art made at different times, in different cultural contexts and by different people. Consideration

given to divergent interpretations found in art and in literature. Students will present their analyses and ideas, as well as the visual evidence on which it is based, in short written and oral assignments that will explore works of art in the Smith College Museum of Art; class meetings will be held in the museum. Enrollment limited to 15. Admission by permission of the instructor; preference given to first-year students. **{H/A}** **WI** 4 credits

Caroline Houser

M W 1:10–2:30 p.m.

Lectures and Colloquia

These courses are designed for students who have taken ARH 100d. Specific requirements are noted in the course descriptions. First-year students need the instructor's permission to take courses with numbers higher than 100 unless the course description waives this restriction. All students need the instructor's permission to enroll in colloquia.

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses with enrollment limited to 20 students.

Group I

[ARH 200 Art Historical Studies (C)]

[ARH 202a Arts of the Pre-Columbian Andes (L)]

An introduction to the visual culture of pre-Hispanic Andean people, this class examines images, buildings and sculpted works created in South America before 1550 C.E. Interpretive debates in pre-Hispanic art history and archaeology are considered as we study Inka Cuzco, royal textiles, funerary ceramics, Nazca earthworks and ceremonial architecture from across the Andes. **{H/A}** 4 credits

Dana Leisohn

[ARH 204b Arts of Pre-Columbian Mesoamerica (L)]

An examination of images and architectural works created in Mexico, Guatemala and Belize before the arrival of the Europeans. This class focuses on the ways in which public spaces and sacred build-

ings, sculpture, ceramic vessels and book paintings were invested with meaning before 1550 C.E. Specifically, pre-Hispanic objects and spaces are considered in light of current debates in Aztec, Maya, Teotihuacan and Olmec art history and archaeology. To be offered in 1998–99. **{H/A}** 4 credits
Dana Leibsohn

ARH 206b The Art of Ancient Egypt and the Aegean Bronze Age (L)

The visual arts of Egypt, the Cycladic Islands, Crete and the Greek mainland during the third and second millennia B.C.E. as seen in their cultural contexts. Consideration of relationships between art and architecture made in Egypt and that made in the Aegean lands during the Bronze Age. Exploration of questions about the reflections of social, political and religious ideas in artistic forms ranging from major architectural complexes to personal jewelry. Consideration of the rediscovery of these arts in modern times and of changing interpretations of it. **{H/A}** 4 credits

Caroline Houser

T Th 10:30–11:50 a.m.

[ARH 208a The Art of Greece (L)]

Architecture, sculpture, painting and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years. **{H/A}** 4 credits

Caroline Houser

[ARH 210a Greek Sculpture (C)]

Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations. The course will include class in museums. **{H/A}** 4 credits

Caroline Houser

[ARH 212b Ancient Cities and Sanctuaries (L)]

A study of selected Egyptian, Greek and Roman sites as revealed by archaeological, literary and historical evidence. Planning, architecture and artistic forms as shaped by social, political and religious factors. **{H/A}** 4 credits

Caroline Houser

[ARH 214a Etruscan Art (L)]

An examination of the forms of painting, sculpture and architecture developed by the Etruscans in the city-states of central Italy from the eighth through the second centuries B.C.E. The “irregularities” of Etruscan art, its relation to Greek art and the questions it poses to our conception of the canon of Western art are explored. **{H/A}** 4 credits

Barbara Kellum

ARH 216a The Art of the Roman World (L)

From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., will be the subject of study. This semester the multiple social roles of women will be a particular point of focus, and students will have the opportunity to work firsthand with the female portraits in the Miller Collection of Roman sculpture on loan to the Smith College Museum of Art. We will also examine works of art from later periods in the museum as well as literature and film that structure our perception of the Roman world. **{H/A}** 4 credits

Barbara Kellum

M W 1:10–2:30 p.m.

Group II

ARH 220b Art Historical Studies (C)

Topic for 1997–98: The Decorated Style in English Art and Architecture During the 13th and 14th Centuries. A study of English architecture, sculpture, wall and panel painting, illuminated manuscripts, textiles and other media from the 13th and 14th centuries. Attention to questions of stylistic uniformity, iconographic peculiarities and contexts of use. Assigned group readings, short papers and student presentations. Permission of the instructor required. **{H/A}** 4 credits

Margot McIlwain Nishimura

T Th 1–2:50 p.m.

[ARH 222b The Art of China (L)]

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain and the ritual bronzes. The influence of India is studied in connection with the spread of

Buddhism along the trade routes of Central Asia.

Alternates with 224. **{H/A}** 4 credits

Marylin Rbie

[ARH 224b The Art of Japan (L)]

The art of Japan, especially painting, sculpture, architecture and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art.

Alternates with 222. **{H/A}** 4 credits

Marylin Rbie

[ARH 226b The Art of India (L)]

The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period and the Mughal-Rajput period, as expressed in the architecture, sculpture and painting of the Buddhist, Hindu, Jain and Muslim religions.

{H/A} 4 credits

Marylin Rbie

ARH 228a Islamic Art and Architecture (L)

A survey of architecture, the arts of the book, and luxury objects of utility (ceramics, metalwork, textiles, carpets, etc.) from Spain to India, and from the seventh through the 19th centuries.

Analysis of Islamic visual culture approached through variety of contexts: religious, political, socio-economic and aesthetic. The course will include museum trips. Recommended background: 100d. (E) **{H/A}** 4 credits

Sussan Babaie

M W F 10–10:50 a.m.

[ARH 230a Early Medieval Art (L)]

Architectural, sculpted and pictorial arts from the Migration, Hiberno-Saxon, Carolingian and Ottonian periods. Exploration of early medieval systems of representation, with special emphasis on cross-cultural relationships; "paganism" and Christianity; royal, monastic and female patronage.

{H/A} 4 credits

Brigitte Buettner

[ARH 232b Romanesque Art (L)]

Architectural, sculpted and pictorial arts from the 11th–12th centuries in France, Spain, Germany, Italy and England. Focus on specific monuments and iconographies studied as shapers of cultural,

religious, social and gender identities. **{H/A}**

4 credits

Brigitte Buettner

ARH 234a Gothic Art (L)

Religious and secular architectural, sculpted and pictorial arts from the 12th through the early 15th centuries North of the Alps. Gothic visual language in its relationship with urbanization, courtly patronage, rise of literacy and changes in devotional attitudes. **{H/A}** 4 credits

Margot McIlwain Nishimura

T Th 3–4:20 p.m.

Group III

ARH 240a Art Historical Studies (C)

(See also ITL 293a.) Topic for 1997–98: Raphael, the High Renaissance, the Aftermath. The Tuesday meeting of this colloquium will be taught by the Kennedy Professor in Renaissance Studies, Dr. Annamaria Petrioli Tofani, director of the Uffizi Gallery, Florence, who will look back through the writings of Giorgio Vasari to the major artistic works and interpretations of the art in Florence from Masaccio, about 1425, to Vasari's own time in the middle of the 16th century. The Thursday ARH and ITL classes meet independently; ARH 240a (Th 9–10:20 a.m.) will focus on the career of Raphael, first in Urbino and Florence, and then with the major fresco decorations in Rome at the Vatican Palace and the villa of Agostino Chigi, now known as the Villa Farnesina. The work of Raphael's primary follower and heir, Giulio Romano, especially as an assistant in the Vatican Palace and later independently at the Palazzo Tè, Mantua, will conclude this study; ITL 293a (Th 10:30–11:50 a.m.) will focus on Castiglione's *Il Cortegiano* and a selection of Vasari's writings in Italian. Students should enroll in the department and course number appropriate for their programs. **{H/A}** 4 credits

Annamaria Petrioli Tofani, T 9–11:30 a.m.

Craig Felton (Art), T 9–11:30 a.m.; Th 9–10:20 a.m.

Alfonso Procaccini (Italian), T 9–11:30 a.m.; Th 10:30–11:50 a.m.

ARH 240b Art Historical Studies (C)

Topic for 1997–98: The Grand Tour. During the

18th century, visits to major sites of antiquity on the Italian peninsula and in Hellenic lands became a major prerequisite for aspiring European artists, architects, patrons and collectors. At the same time, ties with modern artistic centers in France, the Netherlands and Italy were strengthened. A major exhibition held at the Royal Academy in London in 1997, plus important new additions to the literature, inspired the choice of this year's topic. **{H/A}** 4 credits

Helen Searing

M 7:30–9:30 p.m. plus one hour to be arranged

[ARH 242a Early Italian Renaissance Art (L)]

The reawakening of the arts in Italy with the formation of new religious organizations and the gradual emergence of political units will be studied through theoretical and stylistic considerations in sculpture, beginning with the work of the Pisani, and followed by the revolutionary achievements in painting of Giotto (in Padua and Florence) and Duccio (in Siena) which will inform the art of generations to come. A revival of interest in the liberal arts tradition and the Classical past beginning at the end of the 14th century in Florence, leading to the period known as the Renaissance during the following century in which such architectural designers as Brunelleschi and Alberti, sculptors such as Donatello and Verrocchio, and the painters Masaccio, Fra Angelico, Piero della Francesca, Ghirlandaio and Botticelli, among others, will be examined within the context of the flowering of Humanist courts in Florence, Urbino, Mantua and Ferrara. To be offered fall 1999. **{H/A}** 4 credits

Craig Felton

[ARH 244b Italian 16th-Century Art (L)]

The giants of the Italian Renaissance—Leonardo da Vinci, Michelangelo and Raphael—will be studied against the backdrop of shifting political tides and the emergence of Pope Julius II, whose patronage caused the arts in Rome, with such projects as the Sistine Chapel and the Stanze of the Papal Apartments, to give a particular meaning to the term Renaissance. This Julian Renaissance, or the High Renaissance in Rome, will be compared with the development in painting of the period from 1450 to 1575 in the courts of Mantua, Ferrara and the Republic of Venice, with the

equally significant artists Andrea Mantegna, Giovanni Bellini, Giorgione, Titian, Tintoretto and Veronese. The course concludes with an examination of the later works of Michelangelo, both in painting and architecture, and those artists of the Florentine "Mannerist" period, including Andrea del Sarto, Pontormo and Rosso, as well as the artists Correggio and Parmigianino in Parma. To be offered in spring 2000. **{H/A}** 4 credits

Craig Felton

[ARH 246a Renaissance Architecture (L)]

Architectural, urban and landscape design, from the communes of 14th-century Italy to the villas of Andrea Palladio. Focus on the mechanisms of patronage, the interest in antiquity and the effects of that interest on principles of design, artists' careers and the symbolic meanings applied to architecture. The complex and differentiated cultural implications of the transmission of Italianate patterns to regions north of the Alps and (to a lesser extent) European colonies in the 16th century will be thoroughly explored. No prerequisites. **{H/A}** 4 credits

John Moore

[ARH 248a Baroque Art (L)]

During this age of the consolidation of power—that of Roman Catholicism and European national states—explorations around the globe, investigations in science, and innovations in the concepts of artistic design led to an explosion of styles, innovative and often revolutionary, in art. Post Counter Reformation Italy and the reconsideration of art theory and design at the Academy of the Carracci in Bologna beginning about 1580, the emergence of a new artistic interpretation brought about by Caravaggio and his followers—first in Rome and then across Europe—and the subsequent change in styles to meet various political and regional needs will be examined through painting and sculpture by such artists as Annibale and Ludovico Carracci, Caravaggio, Gian Lorenzo Bernini, Pietro da Cortona and Guido Reni (in Italy); Simon Vouet, Poussin, Claude and Georges de La Tour (in France); and El Greco, Ribera, Velázquez and Zurbarán (in Spain). To be offered in fall 1998. **{H/A}** 4 credits

Craig Felton

[ARH 250a Baroque Architecture (L)]

European architectural theory and practice in the Age of Absolutism and the nascent bourgeoisie, from the Florence of Cosimo I to the ephemeral structures of revolutionary France. Developments in landscape and urban design an integral part of the course. Focus throughout on the fundamental interdependence of architecture and society. No prerequisites. To be offered in 1998–99. {H/A} 4 credits

John Moore

[ARH 252b Art of the Spanish Habsburgs (L)]

From Charles V, Holy Roman Emperor (Charles I of Spain) in the mid-16th century, to Charles II, last of the Habsburg line at the end of the 17th century, this survey will investigate the purposes to which painting was used to satisfy religious and political needs in what is called Spain's "Golden Age." The Venetian paintings, especially those of Titian—highly prized by Charles V and his son and successor Philip II—will be examined within the context of royal patronage and against the backdrop of global political power. The great age of Philip IV and the gradual diminution of Spain's influence—culminating in a rapid decline under Charles II—will also be considered through artistic production, especially that of Velázquez and others at the court of the Spanish monarchy under the direction of the powerful prime minister, the Count-Duke Olivares. Works by painters, especially El Greco, Ribera, Velázquez, Zurbarán, Murillo and Coello, will be the primary focus of this course. To be offered spring 1999. {H/A} 4 credits

Craig Felton

[ARH 254b Dutch and Flemish Art of the 16th and 17th Centuries (L)]

Special consideration given to the work of Bruegel, Rubens and Rembrandt and to the development of landscape, portraiture and genre painting. {H/A} 4 credits

[ARH 256a Art of the 18th Century in Europe (L)]

Painting, architecture and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100d. {H/A} 4 credits

Helen Searing

Group IV**[ARH 260 Art Historical Studies (C)]****ARH 261a The Art of Africa (L)**

An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century B.C.E. to the 16th century C.E. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa. {H/A} 4 credits

Rowland Abiodun

M W 2:40–4 p.m.

[ARH 263a American Indian Art and Architecture]

An introduction to American Indian visual culture from the United States and Canada. Concentrating on the period from 1900 to the present, this course addresses two themes: how specific images and buildings operate in indigenous contexts, and current debates over the production, collection and exhibition of American Indian arts. {H/A} 4 credits

Dana Leibsohn

ARH 264a Arts in North America: Colonial Period to Civil War (L)

Art and architecture of the English colonies, the early U.S. republic and the antebellum period. Emphasis on the function and production of portraits, the development of genre and landscape painting, and the ties to European modes in all media. Recommended background: 100d. {H/A} 4 credits

John Davis

M W 2:40–4 p.m. (F class at the option of instructor)

[ARH 265b Arts in the United States after the Civil War (L)]

Art and architecture of the late 19th and early 20th centuries. Exploration of the cultural legacy of the

Civil War, the cosmopolitan arts of the Gilded Age, the development of early modernism and the expansive years during and after World War II. Recommended background: 100d. To be offered in 1998–99. **{H/A}** 4 credits

John Davis

ARH 266b American Architecture and Urbanism (L)

A survey of buildings, towns and cities from colonial times to the present, with emphasis on the last 125 years, when Henry Hobson Richardson, Louis Sullivan and Frank Lloyd Wright rose to international prominence and American architectural design acquired a distinction and a reputation for innovation that it still maintains. Recommended background: 100d. **{H/A}** 4 credits

Helen Searing

M W 2:40–4 p.m. (F class at the option of the instructor)

[ARH 270b Architecture of the 20th Century (L)]

Modern architecture and urbanism from 1890 to the present. Recommended background: 100d.

{H/A} 4 credits

Helen Searing

ARH 272a 19th-Century Art (L)

An investigation of major artists and movements in 19th-century Europe from Neo-Classicism of Jacques Louis David to Post-Impressionism of Vincent Van Gogh and Paul Cézanne. Considered are the revolutionary trends in art as they relate to the academic establishment and how the artistic innovations reflect and redefine cultural, historical and societal developments. **{H/A}** 4 credits

Jaroslav Leshko

T Th 1–2:50 p.m.

[ARH 274a 19th-Century European Capitals (L)]

“Reading” the major metropolises of Europe through their planning and buildings; special emphasis on London, Paris, Berlin and Vienna. Subject matter will include the ideological, cultural and technological components of urban development, the role of public and private institutions and diverse socio-economic and ethnic groups, and the contributions of artists and authors to the

image and fabric of selected cities. Offered in alternate years. **{H/A}** 4 credits

Helen Searing

ARH 276b 20th-Century Art (L)

An investigation of major artistic tendencies in 20th-century art: Cubism, Futurism, Expressionist trends Dada and Surrealism, Pop Art, among others. Considered are the advent of abstraction, the reexamination of artistic categories and the importance for the arts of scientific and technological advances and of popular culture. Focus is on European art prior to 1945 and American and European trends thereafter. **{H/A}** 4 credits

Jaroslav Leshko

T Th 1–2:50 p.m.

ARH 278b History of Photography (L)

A survey of photography, photographers and the literature of photography. Consideration of the formal, technical, historical and social factors in the development and practice of photography since 1839. Recommended background: 100d. **{H/A}** 4 credits

Ralph Lieberman

T Th 3–4:20 p.m.

ARH 280b Film and Art History (C)

Topic for 1997–98: En-gendering Stardom: The Construction of Female and Male Personae in Hollywood Film. This course will consider the visual structuring of the screen personae of Marlene Dietrich, Barbara Stanwyck, Marilyn Monroe, James Stewart, Cary Grant and James Dean. By analyzing films produced to feature each of them, we will focus on codes of dress, gesture and spectatorship, in seeking a historical understanding of the cultural construction of gender and the complex visual fascination of the cinematic image. Permission of the instructor required. Enrollment limited to 20.

Screening fee. **{H/A}** 4 credits

Barbara Kellum

T Th 9–10:20 a.m.; screening M 7–9:30 p.m.

Other 200-Level Courses

For placement of the courses listed below into Groups I–IV, students should consult with the instructor and faculty adviser.

ARH 285b Great Cities (C)

Topic for 1997–98: New York City. Architecture and planning from the 17th-century colony of New Amsterdam to the 20th-century metropolis. Special topics will include housing and urban reform, the development of the tall building, the beaux-arts movement, public sculpture and the image of the city in paintings, prints and photographs. There will be three required day-long field trips to Manhattan. Prerequisites: 100d and one 200-level art history course on any subject. Admission by permission of the instructor. {H/A} 4 credits

John Davis

T Th 10:30–11:50 a.m.

[ARH 286b The History of City Planning and Landscape Design (L)]

Recommended background: 100d. {H/A} 4 credits

ARH 288b Architectural Studies (C)

Topic for 1997–98: The Palace, the Garden and the City in the Early Modern World of Islam. The course begins with a survey of the palatine tradition in the Islamic world. It then focuses on the 16th- and 17th-century palaces in Ottoman Turkey, Safavid Iran and Mughal India. Examination of architecture, landscaping, decoration and furnishings, ceremonies, ideologies of rule and the role of women at the courts of the three great Muslim empires. Admission by permission of the instructor. {H/A} 4 credits

Sussan Babaie

M 1:10–4 p.m.

[ARH 290b The History of Graphic Arts (C)]

A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100d. {H/A} 4 credits

ARH 292a The Composition of Books (C)

A survey of the printed book as an art form from the 15th to the 20th century. Admission by permission of the instructor. {H/A} 4 credits

Martin Antonetti

T 3–4:50 p.m.; additional time to be arranged

ARH 294b Art Historical Methods (C)

An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors. Pre-

requisites: 100d and one 200-level art history course, or permission of the instructor. {H/A} 4 credits

Barbara Kellum

Th 3–4:50 p.m.; additional time to be arranged

Seminars

Seminars belong in Groups I–IV depending upon the individual topic. Students should consult the instructor at the time permission is requested.

Seminars require both an oral presentation and a substantive research paper.

The prerequisites for enrolling in a seminar normally are: (1) a course in the same area at the 200 level; (2) the permission of the instructor; (3) junior or senior standing. Seminars are limited to enrollments of 12.

[ARH 304a Arts of Africa, Oceania and the Americas]

{H/A} 4 credits

Dana Leibsobn

[ARH 310b Studies in Greek Art]

{H/A} 4 credits

Caroline Houser

[ARH 315b Studies in Roman Art]

{H/A} 4 credits

Barbara Kellum

[ARH 331b Studies in Northern European Art]

{H/A} 4 credits

[ARH 333a Studies in Italian Renaissance Art]

{H/A} 4 credits

Craig Felton, John Moore

[ARH 342b Studies in 17th-Century Art]

{H/A} 4 credits

Craig Felton, John Moore

[ARH 348b Studies in British Art]

Emphasis on the relationships among literature, social theory and the arts. {H/A} 4 credits

Helen Searing

[ARH 351b Studies in 19th-Century Art]

{H/A} 4 credits

*Jaroslav Leshko***ARH 352a Studies in Art History****Topic A: Originals, Copies and Fakes**

A study of original works of art and differences between them and various replicas and imitations. How can we distinguish among originals, copies and fakes? What are the cultural characteristics of environments that produce original works of art, those that quote or copy established compositions, and those in which fakes or forgeries abound? How does a modern attitude toward "originality" in art affect our interpretation of the art of other cultures? Primary focus on the art of Classical and Hellenistic Greece and its reflections in the arts of other cultures and other times. {H/A} 4 credits

Caroline Houser

Th 1–3:50 p.m.

Topic B: Theories of Sculpture

An investigation of the theory and practice of sculpture at critical historical junctures. Sculpture is considered as an independent entity as it relates to painting and as an integral component of architectural programs. {H/A} 4 credits

Jaroslav Leshko

W 1:10–3 p.m.

[ARH 354b Studies in American Art]

To be offered in 1998–99. {H/A} 4 credits

*John Davis***ARH 356b Studies in 20th-Century Art**

An analysis of innovations in sculpture during the first decades of the 20th century and their relationship to the major movements in painting. The artists considered will be Pablo Picasso, Henri Matisse, Auguste Rodin, Alexander Archipenko and Jacques Lipchitz, among others. {H/A} 4 credits

Jaroslav Leshko

W 1:10–3 p.m.

ARH 359a Studies in Modern Architecture

Topic for 1997–98: Equal Partners: Men and Women Principals in Contemporary Architecture Practice. The theme will be the subject of an exhibition to be held at the Smith College Museum of Art in the fall of 1998; the seminar will participate

in its genesis. Prerequisite: ARH 270 or the equivalent. {H/A} 4 credits

Helen Searing

M 7:30–9:30 p.m.; plus one hour to be arranged

[ARH 375b Studies in Asian Art]

{H/A} 4 credits

Marylin Rhie

Interterm Courses

ARH 295j Museum Studies

This course explores the historical evolution of art museums and how differing missions and audiences shape museums today. Students visit a range of museums, private collections, conservation laboratories, art dealers and auction houses, and meet with their senior staff. They will learn about the behind-the-scenes operations required to meet the fundamental goals of all art museums: preserving, collecting, exhibiting and interpreting the world's artistic heritage. Two major projects are required: a paper and a mini-exhibition at the Smith College Museum of Art. Prerequisites: ARH 100d and one ARH course at the 200 level. Enrollment limited to 10. {A} 3 credits

Suzannah Fabing

M T 9 a.m.–noon for three weeks of Interterm, plus 2–3 full days for field trips per week

Cross-listed and Interdepartmental Courses

Although the following courses are listed in other departments, student may receive credit for them toward the art history major and minor.

AMS 302b The Material Culture of New England, 1630–1860

Not for seminar credit.

[EAS 270b Colloquium in East Asian Studies (C)]**[EAS 279b The Art and Culture of Tibet (C)]****[EAS 380b Seminar in East Asian Studies]****HST 218a Thought and Art in China (C)**

Topic for 1997–98: Confucian and Taoist Thought and Art in China

Special Studies

ARH 400a Special Studies
1 to 4 credits

ARH 400b Special Studies
1 to 4 credits

ARH 408d Special Studies
8 credits

Graduate Courses

ARH 580a Advanced Studies
4 or 8 credits

ARH 580b Advanced Studies
4 or 8 credits

ARH 580d Advanced Studies
8 credits

ARH 590d Research and Thesis
8 credits

B. STUDIO COURSES

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ARH 100d requirement in the first or second year.

All studio courses require extensive work beyond the six scheduled class hours.

Please note that all studio art courses have limited enrollments.

Introductory Courses

Studio courses at the 100 level are designed to accept all interested students, with or without pre-

vious art experience. Enrollment is limited to 20, or in some cases 15, per section. Two 100-level courses are generally considered the prerequisites for 200- and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor.

ARS 161a Design Workshop I

An introduction to visual experience through a study of the basic principles of design. {A} 4 credits

Gary Niswonger, Director

M W 8–10:50 a.m., *Carl Caivano*; M W 1:10–4 p.m., *Carl Caivano*

ARS 161b Design Workshop I

A repetition of 161a. {A} 4 credits

A. Lee Burns, Director

M W 1:10–4 p.m., *A. Lee Burns*; W F 8–10:50 a.m., *Chester Michalik*

ARS 162a Design with Computers

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics workstation. Enrollment limited to 8. Permission of the instructor required. {A} 4 credits

Gary Niswonger

T Th 9–11:50 a.m.

[ARS 162b Design with Computers]

A repetition of 162a. Enrollment limited to 8. Permission of the instructor required. {A} 4 credits

ARS 163a Drawing I

An introduction to visual experience through a study of the basic elements of drawing. {A} 4 credits

M W 8–10:50 a.m., *Katherine Schneider*; M W 1:10–4 p.m., *Katherine Schneider*; T Th 1–4 p.m., *To be announced*

ARS 163b Drawing I

A repetition of 163a. {A} 4 credits

John Gibson, Director

M W 8–10:50 a.m., *Katherine Schneider*; T Th 9–11:50 a.m., *Carl Caivano*; T Th 1–4 p.m., *John Gibson*

[ARS 171b Introduction to the Materials of Art]

An introduction to materials used in the various arts. For students not intending to major in studio art. Enrollment limited to 20. **{A}** 4 credits

Intermediate Courses

Middle-level courses are generally open to students who have completed two 100-level courses, unless stated otherwise. Students will be allowed to repeat 200-level and above courses, provided they work with a different instructor.

[ARS 262b Design Workshop II]

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor. Enrollment limited to 16. **{A}** 4 credits

ARS 264a Drawing II

Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Elliot Offner

M W 1:10–4 p.m.

ARS 264b Drawing II

A repetition of 264a. Enrollment limited to 15. **{A}** 4 credits

To be announced

T Th 9–11:50 a.m.

[ARS 265b Color]

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years. **{A}** 4 credits

ARS 266a Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 163a or b or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

To be announced

T Th 9–11:50 a.m.

ARS 266b Painting I

A repetition of 266a. Prerequisite: 163a or b or permission of the instructor. Enrollment limited to 15 **{A}** 4 credits

John Gibson

T Th 9–11:50 a.m.

[ARS 267a Watercolor Painting]

Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 161a or b, 163a or b, and 266a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

ARS 269b Offset Printmaking I

Introduction to the printmaking technique of hand drawn lithography, photographic halftone lithography and linocut. May be repeated once for credit. Prerequisites: 161a or b or permission of the instructor. Enrollment limited to 12. **{A}** 4 credits

Dwight Pogue

M W 1:10–4 p.m.

[ARS 270b Offset Monoprinting]

Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161a or b or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

ARS 271a Graphic Arts

Methods of printmaking, with emphasis on lithographic techniques. Prerequisite: 161a or b, or 162a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15. Normally offered in alternate years. **{A}** 4 credits

Gary Niswonger

T Th 1–4 p.m.

[ARS 272a Intaglio Techniques]

An introduction to intaglio techniques, particularly collagraph, drypoint, etching and engraving. Prerequisites: 161a or b, or 162a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

ARS 273a Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 16. {A} 4 credits

Elliot Offner

M W 9–11:50 a.m.

ARS 275b An Introduction to Printing

Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor. {A} 4 credits

Elliot Offner

M W 1:10–4 p.m.

ARS 276b Calligraphy and Lettering

The art of writing and constructing letters and the use of calligraphy and lettering as design. Enrollment limited to 15. {A} 4 credits

Elliot Offner

M W 8–10:50 a.m.

[ARS 277b Woodcut]

The art of cutting images in relief on wood; printing from the woodblocks in black, white and colors. Prerequisite: 161a or b or permission of the instructor. Enrollment limited to 15. {A} 4 credits

ARS 280a Introduction to Architecture, City Planning and Landscape Design

Preliminary instruction in drafting, perspective and model building, followed by planning and design problems. Prerequisite: 100d. Enrollment limited to 24. {A} 4 credits

Richard Joslin

T Th 9–11:50 a.m.

ARS 281b Introduction to Architecture, City Planning and Landscape Design

A continuation of 280a. Prerequisite: 280a. Enrollment limited to 24. {A} 4 credits

Richard Joslin

T Th 9–11:50 a.m.

ARS 282a Photography I

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Recommended: 161, or 163,

or permission of the instructor. Enrollment limited to 20 per section. {A} 4 credits

W F 9–11:50 a.m., *Chester Michalik*; T Th 9–11:50 a.m., *Robert Cumming*

ARS 282b Photography I

A repetition of 282a. {A} 4 credits

Robert Cumming

T Th 9–11:50 a.m.

Advanced Courses

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

[ARS 362a Painting II]

Painting from models, still-life and landscape using varied techniques and conceptual frameworks.

Prerequisites: 266a or b and permission of the instructor. Enrollment limited to 15. {A} 4 credits

ARS 362b Painting II

A repetition of 362a. {A} 4 credits

John Gibson

T Th 9–11:50 a.m.

ARS 364b Drawing III

Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course will shift annually to reflect the technical and ideational perspective of the faculty member teaching it. Focus for spring 1998: Drawing on Computer: Micromedia Freehand. (ARS 162 is advisable.) Prerequisites: ARS 163 and ARS 264. Enrollment limited to 15. {A} 4 credits

Gary Niswonger

T Th 9–11:50 a.m.

[ARS 369b Offset Printmaking II]

Advanced study in printmaking. Emphasis on color printing in lithography, block printing and photo-printmaking. Prerequisite: 269a or permission of the instructor. Enrollment limited to 12.

{A} 4 credits

ARS 372b Graphic Arts II

Advanced study in printmaking, with emphasis on lithography. Prerequisite: 271a, 272a or permis-

sion of the instructor. Enrollment limited to 15.

{A} 4 credits

Gary Niswonger

T Th 1–4 p.m.

[ARS 374b Sculpture II]

Advanced problems in sculpture using bronze casting, welding and various media. Prerequisites: 273a and permission of the instructor. Enrollment limited to 12. **{A}** 4 credits

[ARS 376b Printing and Graphic Art]

Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

ARS 381a Architecture

Further problems in design and planning, together with instruction in elementary construction. Prerequisite: 281b or permission of the instructor. Enrollment limited to 12. **{A}** 4 credits

Richard Joslin

T Th 1–4 p.m.

ARS 382b Architecture

A continuation of 381a. Prerequisite: 381a. **{A}** 4 credits

Richard Joslin

T Th 1–4 p.m.

ARS 383a Photography II

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Robert Cumming

T Th 1–4 p.m.

[ARS 383b Photography II]

A repetition of 383a. **{A}** 4 credits

ARS 384b Advanced Studies in Photography

Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects will provide a basis for

critiques. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Robert Cumming

T Th 1–4 p.m.

[ARS 385b Landscape Architecture]

Prerequisite: permission of the instructor. **{A}** 4 credits

ARS 400a Special Studies

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments. 1 to 4 credits

ARS 400b Special Studies

1 to 4 credits

ARS 408d Special Studies

8 credits

All students interested in a special studies in wood must first complete a noncredit course in wood-working given first semester only. The course will introduce students to the proper use of various woodworking machines. Methods of designing will also be included.

Graduate

ARS 581a Studies in Design, Drawing, Painting, Photography, Graphic Arts or Sculpture

4 credits

Members of the Department

ARS 581b Studies in Design, Drawing, Painting, Photography, Graphic Arts or Sculpture

4 credits

Members of the Department

ARS 582d Architecture

8 credits

ARS 583d Landscape Architecture

8 credits

Honors

Co-directors of the Honors Committee: Art History: Barbara Kellum; Studio Art: Gary Niswonger.

Basis: ARH 100d.

ARH 430d Thesis
8 credits

ARS 430d Thesis
8 credits

Requirements: ARH 100d. ARH 294 is recommended for art history majors. Honors candidates undertake a year-long project or thesis (430d) for eight credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.

The Major

Advisers: Brigitte Buettner, Lee Burns, John Davis, Craig Felton, Susan Heideman, Caroline Houser, Richard Joslin, Barbara Kellum, Jaroslaw Leshko, Dana Leibsohn, Chester Michalik, John Moore, Gary Niswonger, Elliot Offner, Dwight Pogue, Marylin Rhie, Helen Searing.

Art History Adviser for Study Abroad: Caroline Houser.

Art Studio Adviser for Study Abroad: Elliot Offner.

There is one art major, which may be taken in one of three variations: Plan A (The History of Art), Plan B (Studio Art) or Plan C (Architecture). At least 16 courses must be taken outside the art department. Students who plan to major in art are advised to take ARH 100d in their first or second year.

Beginning with the class of 2000, majors in the Department of Art will create a portfolio of representative written and/or visual work which will be selected by the student in consultation with her adviser and maintained by the Department of Art during the student's career at Smith. This portfolio will be updated annually and, at graduation, will go with the student as a reflection of her achievement.

Areas of Study

Courses in the history of art are divided into areas that reflect various general time periods. These divisions are:

Group I: 200, 202, 204, 206, 208, 210, 212, 214, 216

Group II: 220, 222, 224, 226, 228, 230, 232, 234

Group III: 240, 242, 244, 246, 248, 250, 252, 254, 256

Group IV: 260, 261, 263, 264, 265, 266, 270, 272, 274, 276, 278, 280

Other courses not listed under Groups I–IV may be placed with the appropriate group in consultation with the instructor and academic adviser.

No course counting toward the major may be taken for an S/U grade.

Plan A, The History of Art

Requirements: ARH 100d; seven additional courses in the history of art (ARH), including at least one art history seminar; one course in studio art (ARS). At least four of the seven courses in the history of art must fulfill a distribution requirement; thus, students must take one course (or its equivalent) from each of the four areas of study (Groups I–IV). Seminars do not count toward the distribution requirement.

Plan B, Studio Art

Requirements: ARH 100d and ARS 163a or b; seven additional studio art courses; two additional art history courses in keeping with the four areas of study (Groups I–IV). At least one of the seven studio courses required should be a Special Studies or Honors project taken during the senior year. Majors are also encouraged to take one of the following design-related courses: ARS 161a or b; ARS 162a or b; ARS 171 a or b; and ARS 265a or b. In addition, seniors will be required to install a senior show, which will normally occur in the spring semester.

Plan C, Architecture

Requirements: ARH 100d, ARS 280a, ARS 281b, and ARS 162 or 163; two additional semester courses in three-dimensional design and architectural drafting (e.g., ARS 381a or b, ARS 383b, ARS 262b, and/or their equivalents in other valley institutions); and four semester courses from Plan A (those which focus on architectural monuments and urban environments: thus ARH 202, 204, 206, 208, 212, 214, 216, 228, 232, 234, 246, 250, 256, 264, 265, 266, 270, 274, 285, 286, 288, 359), and/or their equivalents in other Five College institutions. Three of these Plan A courses should come from different time periods or civilizations, in keeping with the four areas of study listed above. Students are required to take at least one colloquium or seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an Honors or Special Studies project. Students who contemplate attending a graduate program in architecture should take at least one semester of calculus and one year of physics.

The Minors

Plan 1, The History of Art

Designed for students who wish to focus some of their attention on the history of art although they are majors in another department. With the assistance of their advisers, students may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Members of the art history faculty.

Requirements: ARH 100d; three additional courses in the history of art, each chosen from different areas of study (Groups I–IV); and at least one art history seminar.

Plan 2, Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she

may design a more general minor which encompasses several areas of studio art.

Advisers: Members of the studio art faculty.

Requirements: 163a or b and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3, Architecture and Urbanism

Seeks to draw together the department's offerings in architectural history into a cohesive unit. ARH 100d is recommended.

Advisers: John Moore, Helen Searing.

Requirements: Five courses from the following: ARH 202, 204, 206, 208, 212, 214, 216, 228, 232, 234, 246, 250, 256, 264, 265, 266, 270, 274, 285, 286, 288, 359.

Plan 4, Graphic Arts

Seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit.

Advisers: Gary Niswonger, Elliot Offner, Dwight Pogue.

Requirements: (1) 163 (basis); (2) 290 History of Graphic Arts or 292 Composition of Books; and (3) any four ARS from: 271, 272, 275, 276, 277, 282, 372, 376, 382, of which one should be at the 300 level or a continuation of one medium.

Graduate Study in Art History

Although Smith College is primarily an undergraduate institution, in rare and exceptional cases the Department of Art may accept a candidate for the master's degree in art history. Applicants must normally have a B.A. or equivalent degree and attain the academic sponsorship of the art historian in the department who will be their adviser. Candidates must demonstrate a reading knowledge of two languages (in addition to English), successfully complete 24 credit hours of course work and present an eight credit-hour master's thesis to the college in partial fulfillment of the degree requirements.

Astronomy

Professors

Richard E. White, Ph.D.

*Suzan Edwards, Ph.D., *Chair*

Assistant Professor

Brian Michael Patten, Ph.D.

Five College Faculty

Thomas Travis Army, Ph.D. (Associate Professor, University of Massachusetts)

Tom R. Dennis, Ph.D. (Professor, Mount Holyoke College)

William A. Dent, Ph.D. (Professor, University of Massachusetts)

George S. Greenstein, Ph.D. (Professor, Amherst College)

William Michael Irvine, Ph.D. (Professor, University of Massachusetts)

Susan G. Kleinmann, Ph.D. (Professor, University of Massachusetts)

John Kwan, Ph.D. (Professor, University of Massachusetts)

F. Peter Schloerb, Ph.D. (Professor, University of Massachusetts)

Stephen E. Schneider, Ph.D. (Associate Professor, University of Massachusetts)

Michael F. Skrutskie, Ph.D. (Associate Professor, University of Massachusetts)

Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)

Karen M. Strom (Senior Researcher, University of Massachusetts)

Stephen E. Strom, Ph.D., Chair (Professor, University of Massachusetts)

Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)

David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)

Martin D. Weinberg, Ph.D. (Associate Professor, University of Massachusetts)

Judith S. Young, Ph.D. (Professor, University of Massachusetts)

[Courses in brackets will not be offered during the current year.]

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a and 116b and the mathematics sequence up to Calculus II (MTH 112a or b) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall, which includes a 14" Schmidt-Cassegrain reflector; the Whately Observatory of Smith College, with a 16" Cassegrain reflector; the

Five College Radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated FC may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-4301) for the time of the first class meeting.

100a A Survey of the Universe

Concepts of the cosmos, ancient and modern. The course includes an introduction to celestial motions and the evolution of scientific theories to explain them. It proceeds to explore the ways in which basic ideas about the forces of nature un-

derlie contemporary understanding of the origin, structure and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies and the universe as a whole. Designed for non-science majors. Laboratory (101a) is optional. {N} 3 credits

Brian Patten

T Th 9–10:20 a.m.

101a Astronomy Laboratory

The celestial sphere. Daily motion of the stars, orbit and phases of the moon, constellations and their change with the seasons. Telescopic observations of sun, moon, planets, double stars, clusters, gaseous nebulae and galaxies. Includes a field trip to the Bassett Planetarium at Amherst College. Corequisite: 100a, which must be taken concurrently. {N} 1 credit

Brian Patten

M 7:30–8:20 p.m.; plus self-scheduled observations

111b Introduction to Astronomy

A comprehensive introduction to the study of classical and modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, overall structure and final destiny. This introductory course is designed for students, including science majors, who are comfortable with precalculus mathematics. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College Astronomy Department. Prerequisite: MTH 102 or the equivalent. {N} 4 credits

Richard White and Brian Patten

M W F 1:10–2:20 p.m.; lab M 7 p.m.

[215a FC15a History of Astronomy]

Lectures, readings and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural

laws; the mechanistic universe in the Age of Reason of the 18th and 19th centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure and evolution of stars and galaxies; and developments in modern astronomy. Non-technical, with emphasis on history and cosmology. {H/N} 4 credits

223b FC23b Planetary Science

A freshman-level introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. {N}

4 credits

William Dent

M W 2:30–3:45 p.m. at UMass

224a FC24a Stellar Astronomy

This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual modeling, numerical computation and quantitative comparison between observation and theory. Prerequisites: PHY 115, MTH 111, plus one astronomy class. {N}

4 credits

Richard White

M W 2:30–4:30 p.m. at Smith

[224b FC24b Stellar Astronomy]

A repetition of 224a. {N} 4 credits

225b FC25b Galactic and Extragalactic Astronomy

The basic observational properties of galaxies will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: PHY 115, MTH 111, plus one astronomy class. {N}

4 credits

Steve Schneider

T Th 2:30–4 p.m. at UMass

226a FC26a Cosmology

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course. **{N}** 4 credits

Steve Schneider

T Th 2:30–3:45 p.m. at UMass

330a FC30a Seminar: Topics in Astrophysics

Topic for 1997–98: Formation of Stars and Planetary Systems. Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year. Prerequisite: one of 224, 351 or 352. **{N}** 4 credits

George Greenstein

M W 2:30–3:45 p.m. at Amherst

337b FC37b Observational Techniques in Optical and Infrared Astronomy

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: one of 224, 351 or 352. Taught in alternate years with 338. **{N}** 4 credits

Suzan Edwards

M W 2:30–4 p.m.

[338b FC38b Techniques of Radio Astronomy]

Equipment, techniques and the nature of cosmic

radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds and extragalactic objects. Prerequisite: PHY 214. Taught in alternate years with 337. **{N}** 4 credits

351a FC51a Astrophysics I: Stars and Stellar Evolution

Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries. Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. **{N}** 4 credits

Martin Weinberg

M W F 1:25–3:45 p.m. at UMass

352b FC52b Astrophysics II: Galaxies

Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei; synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. **{N}** 4 credits

George Greenstein

T Th 2:30–4 p.m. at Amherst

400a Special Studies

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio as-

tronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy and exobiology.

1 to 4 credits

400b Special Studies

1 to 4 credits

The Major

Advisers: Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to double major with physics. Especially well prepared students may enroll in graduate astronomy courses.

First-year students considering an astronomy major should enroll in PHY 115 in the fall semester and begin astronomy with 111 in the spring semester.

Basis: 111.

Requirements: 12 semester courses, including the basis; 224; PHY 115, PHY 116 and 210; two courses selected from MTH 211, 212, 222, 225 and PHY 211, and two astronomy courses at the 300 level or above, including either 330 or 351. The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. A one- or two-semester Special Studies or honors project in the senior year may be taken as an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

The Minor

Advisers: Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context that could include history of science, scientific writing or editing, or science education.

Basis: 111.

Requirements: Six semester courses, including the basis, PHY 115, 116, and three intermediate or advanced astronomy courses, including 224.

Honors

Directors: Suzan Edwards, Richard White.

430d Thesis

8 credits

432d Thesis

12 credits

Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640	Galactic and Extragalactic Astronomy
UMass 700	Independent Study
UMass 717	Plasma Astrophysics
UMass 730	Radio Astrophysics
UMass 731	Radio Astronomy
UMass 732	Numerical Techniques in Experimental Physics and Astronomy
UMass 741	The Interstellar Medium
UMass 746	Solar System Physics
UMass 748	Cosmology and General Relativity
UMass 843	Stellar Atmospheres

Biochemistry

Stylianios Scordilis, Ph.D. (Biological Sciences),
Director

Professors

Kenneth Hellman, Ph.D. (Chemistry)

†Philip Reid, Ph.D. (Biological Sciences)

Associate Professor

David Bickar, Ph.D. (Chemistry)

Assistant Professor

Dany Adams, Ph.D. (Biological Sciences)

Lecturer

*Lâle Aka Burk, Ph.D. (Chemistry)

[Courses in brackets will not be offered during the current year.]

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 230a, 231a and CHM 224b before the junior year. The major in biochemistry consists of a minimum of 53 credits, by special permission of the faculty.

252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits

Stylianios P. Scordilis

T Th 9–10:20 a.m.

253b Biochemistry I Laboratory

Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis and a project lab on linked enzyme kinetics. Prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently. {N} 2 credits

Stylianios P. Scordilis

T 1–4:50 p.m.

CHM 335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: CHM 224b or permission of the instructor, and MTH 12a or b. {N} 4 credits

Kenneth Hellman

Lec. M W F 11–11:50 a.m.; lab F 1:10–4 p.m.

352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 252b and CHM 224b. Laboratory (353a) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits

David Bickar

T Th 9–10:20 a.m.

353a Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352a is a prerequisite or must be taken concurrently. {N} 2 credits

David Bickar

Lab 1: T 1–4:50 p.m.; Lab 2: W 1–4:50 p.m.

[CHM 357b Selected Topics in Biochemistry]

Prerequisite: BCH 352a or permission of the instructor. To be offered in 1998–99. {N} 3 credits

400a Special Studies

Variable credit (1 to 5) as assigned

400b Special Studies

Variable credit (1 to 5) as assigned

400d Special Studies

Variable credit (2 to 10) as assigned

The Major

Students planning graduate study in biochemistry are advised to include PHY 115 and 116 in their program of study.

Requirements: BIO 111, 112, 230 and 231; CHM 111, 222, 223, 224, 332 or 335; BCH 252 and 253, 352 and 353. And either BIO 234 and 235 or BIO 346 and 347.

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Honors

Director: Kenneth Hellman.

430d Thesis

8 credits

432d Thesis

12 credits

Requirements: same as for the major, with the addition of a research project in the senior year, an examination in biochemistry and an oral presentation of the honors research.

Biological Sciences

Professors

Carl John Burk, Ph.D., *Chair*

**Stephen G. Tilley, Ph.D.

†Philip D. Reid, Ph.D.

Robert B. Merritt, Ph.D.

Margaret E. Anderson, Ph.D.

Richard F. Olivo, Ph.D.

Stylianos P. Scordilis, Ph.D.

*Steven A. Williams, Ph.D.

Paulette Peckol, Ph.D.

Richard T. Briggs, Ph.D.

William Allan Neilson Professor

Irwin P. Ting, Ph.D.

Associate Professors

Virginia Hayssen, Ph.D.

Mary Harrington, Ph.D. (Psychology and Biological Sciences)

Adjunct Associate Professors

Thomas S. Litwin, Ph.D.

Leslie R. Jaffe, M.D.

Assistant Professors

Dany Adams, Ph.D.

Laura A. Katz, Ph.D.

Christine White-Ziegler, Ph.D.

Adjunct Assistant Professor

Gail E. Scordilis, Ph.D.

Lecturers

Mary Helen Laprade, Ph.D.

Kim E. Tripp, Ph.D.

Laboratory Instructor

Graham R. Kent, M.Sc.

Research Assistants

Michelle Lizotte-Waniewski

Lori Saunders

[Courses in brackets will not be offered during the current year.]

The following 10 courses are designed primarily for students not majoring in the biological sciences. For exceptions see requirements for the major.

[100b Microbiology]

A study of microorganisms, illustrating the benefits and hazards of microbial activities as they affect human beings and the environment. A course in high school biology is strongly recommended. To be offered in 1998–99. {N} 4 credits

[102a Human Genetics]

A study of human genetics at the level of molecules, cells, individuals and populations. Topics covered will include inheritance of complex characters, sex determination, chromosomal abnormalities, genetic diseases (Huntington disease,

sickle cell anemia, Tay-Sach disease), genetic counseling, inbreeding. The course emphasizes problem solving and quantitative skills, and the weekly discussion sections focus on selected papers from the scientific and popular press. {N} 4 credits

Robert Merritt

[104a Human Biology]

A study of the systems of the human body, their functions, development and genetics, as they relate to health, disease and human society. To be offered in 1998–99. {N} 4 credits

105b "Animals Without Backbones": Invertebrates and Human Society

The natural history of invertebrates and the ways their myriad lifestyles have impinged on human

civilization for better or for worse. Some topics to be considered: food acquisition and food processing; food webs, symbioses; parasites and pests; skeletons; patterns of growth, reproduction and development; color and color change; circadian rhythms; migrations; colonialism; invertebrates in medicine, research, art and literature. A course in high school biology is strongly recommended. **{N}** 4 credits

Mary Laprade

T Th 9–10:20 a.m. and one hour to be arranged

202a Horticulture

Theory and practice of plant cultivation appropriate for home gardening: annual and perennial flowers, bulbs, basic plant propagation, evergreen shrubs and trees, planting practices, hybridization, insects and diseases. Laboratory (203a) must be taken concurrently. **{N}** 3 credits

Kim Tripp

T Th 9–10:20 a.m.

203a Horticulture Laboratory

Practical application of horticultural practices and techniques to include soil preparation, composting, using common hand tools, bulb planting, identifying harmful insects and diseases. Horticulture (202a) must be taken concurrently.

{N} 1 credit

Kim Tripp

Lab 1: T Th 10:30–11:50 a.m.; Lab 2: T Th 1–2:50 p.m.

204b Horticulture

Continuation of 202a. Includes study of house plants, epiphytes, floral crops, vegetable gardening, herbs, deciduous trees and shrubs, turf management, wildflowers, integrated pest management and advanced plant propagation. Laboratory (205b) must be taken concurrently. Prerequisite: 202a. **{N}** 3 credits

Kim Tripp

T Th 9–10:20 a.m.

205b Horticulture Laboratory

Continuation of 203a. Includes seed treatments, plant identification, flower arranging, advanced plant propagation techniques, pruning, lawn propagation and herb gardening. Horticulture (204b) must be taken concurrently. Prerequisite: 203a. **{N}** 1 credit

Kim Tripp

Lab 1: T Th 10:30–11:50 a.m.; Lab 2: T Th 1–2:50 p.m.

206a Conservation of Natural Resources

Basic ecological principles and their application to the conservation for human society of soil, water, vegetation and wildlife. One previous semester of college science strongly recommended. **{N}** 4 credits

To be announced

T Th 10:30–11:50 a.m.

IDP 208a Women's Medical Issues

See Interdepartmental and Extradepartmental Course Offerings.

BIO 111a and 112b or permission of the instructor are prerequisites for all other courses. Some courses have additional prerequisites, which may include college chemistry.

Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology are normally not required to take 111a. Students may be exempted from 111a and/or 112b by passing the appropriate departmental placement examination.

111a Introduction to Biology

An introduction to the study of life at the level of cells and organs, including the molecular composition of living systems; the structure, function and metabolism of cells; and the organization and physiology of plant and animal systems. **{N}** 4 credits

Richard Briggs (Director), Graham Kent

Lec. M W F 10–10:50 a.m., Th 4–4:50 p.m.

Lab 1: M 1:10–3 p.m.; Lab 2: T 8:30–10:20 a.m.;

Lab 3: T 1–2:50 p.m.; Lab 4: T 3–4:50 p.m.; Lab

5: W 1:10–3 p.m.; Lab 6: Th 9–10:50 a.m.; Lab 7:

Th 1–2:50 p.m.

112b Introduction to Biology

A continuation of 111a. An introduction to life at the organismal, population and community levels. Topics to be treated include genetics, evolution, biological diversity, form and function in plants and animals, and the ecology of populations and communities. The course includes a weekend

half-day field trip. Prerequisite: 111a or permission of the course director. **{N}** 4 credits
Paulette Peckol (Director), Graham Kent
 Lec. M W F 10–10:50 a.m., Th 4–4:50 p.m.
 Lab 1: M 1:10–3 p.m.; Lab 2: T 8:30–10:20 a.m.;
 Lab 3: T 1–2:50 p.m.; Lab 4: T 3–4:50 p.m.; Lab
 5: W 1:10–3 p.m.; Lab 6: Th 9–10:50 a.m.; Lab 7:
 Th 1–2:50 p.m.; Lab 8: F 1:10–3 p.m.

[ESS 215a Physiology of Exercise]

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 104 or BIO 111, or permission of the instructor. **{N}** 4 credits

230a Cell Biology

The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Additional prerequisite: CHM 222b. Laboratory (231a) is optional.

{N} 4 credits

Dany Adams, Stylianos Scordilis

M T W F 8–8:50 a.m.

231a Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field, phase contrast and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. Additional prerequisite: 230a, which should be taken concurrently. **{N}** 1 credit

Dany Adams, Stylianos Scordilis

Lab 1: M 1:10–4 p.m.; Lab 2: T 1–3:50 p.m.; Lab
 3: W 1:10–4 p.m.

[GEO 231a Invertebrate Paleontology and Paleocology]

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life, and the record of extinctions. Weekend field trip to New York State. Prerequisite: 111a or b, or 108b; open without prerequisite to majors in biological sciences. To be offered in 1998–99.

{N} 4 credits

232a Genetics and Evolutionary Mechanisms

A course in transmission, population and evolutionary genetics. Topics will include gene interaction, quantitative inheritance, linkage and mapping, changes in chromosome number and structure, cytoplasmic inheritance, inbreeding, genetic drift and selection. Discussion sections will focus on the analysis of complex problems in inheritance. Laboratory (233a) is optional. **{N}** 4 credits

Robert Merritt

M W F 11 a.m.–12:10 p.m.; dis. M 1:10–2 p.m.;
 T 9–9:50 a.m.; T 10:30–11:20 a.m.

233a Genetics and Evolutionary Mechanisms Laboratory

A laboratory course designed to complement the lecture material in 232a. Basic techniques of gene mapping in *Drosophila*, fungi, bacteria and viruses, as well as molecular techniques for the study of genetic variation, will be covered in independent and group projects. Additional prerequisite: 232a, which should be taken concurrently. **{N}** 1 credit

Robert Merritt

Lab 1: T 1–3:50 p.m.; Lab 2: W 1:10–4 p.m.; Lab 3:
 Th 1–3:50 p.m.

234b Molecular Biology

An introduction to the basic principles of molecular biology stressing the connections between molecular biology, genetics and cell biology. Topics will include DNA and RNA structure, chromosome structure, transcription, translation, the genetic code, recombinant DNA analysis, DNA replication, gene organization, mutation, DNA repair, regulation of gene expression, RNA processing, recombination and mobile genetic elements, gene regulation in development, and the molecular biology of cancer. Additional prerequisites: 230a or 232a. Laboratory 235b is optional. **{N}** 4 credits

Steven Williams

M W F 11 a.m.–12:10 p.m.

235b Molecular Biology Laboratory

A laboratory course designed to complement the lecture material in 234b. The basic techniques of molecular biology will be learned in the context of solving molecular biology problems. These methods will include DNA isolation, DNA synthesis, recombinant DNA methodology, transformation, DNA sequencing, Southern blot analysis, DNA labeling and

computer analysis of DNA sequences. Additional prerequisite: 234b, which should be taken concurrently. {N} 1 credit

Steven Williams

Lab 1: T 1–3:50 p.m.; Lab 2: Th 1–3:50 p.m.

GEO 235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis

An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E). {N} 1 credit

John Brady, Richard Briggs (Biology), Robert Newton

[240a Plant Biology]

Plant structure and function at the cellular, organismal and community levels; survey of the plant kingdom. Laboratory (241a) is optional. To be offered in 1998–99. {N} 4 credits

[241a Plant Biology Laboratory]

Microscopic analysis of plant structure; comparative analysis of reproductive structures and life cycles; experimental manipulations of model plant systems. A student-designed research project is included. Additional prerequisite: 240a, which should be taken concurrently. To be offered in 1998–99. {N} 1 credit

242a Invertebrate Zoology

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function and development are considered. Groups of animals studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, nematodes, cnidarians and echinoderms. Parasitism is considered as an important symbiotic relationship. A

weekend field trip to the Massachusetts coast may be scheduled. Laboratory (243a) must be taken concurrently. {N} 4 credits

Mary Laprade

T Th 9–10:20 a.m.

243a Invertebrate Zoology Laboratory

Dissections of a wide variety of representative invertebrates with emphasis on the relationship between form and function. Microscopic observations on aspects of invertebrate structure and on locomotion, feeding and other invertebrate behaviors. Fieldwork on Cape Cod or other suitable coastal locations. 242a must be taken concurrently. {N} 1 credit

Mary Laprade

Lab 1: T Th 1–2:50 p.m.; Lab 2: T Th 3–4:50 p.m.

244b Vertebrate Biology

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (245b) must be taken concurrently. {N} 4 credits

Virginia Hayssen

T Th 10:30–11:50 a.m.

245b Vertebrate Biology Laboratory

An anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates, with emphasis on the relationship between form and function. One Saturday field trip may be scheduled. 244b must be taken concurrently. {N} 1 credit

Virginia Hayssen

Lab 1: W 1:10–4 p.m.; Lab 2: Th 1–3:50 p.m.; Lab 3: T 1–3:50 p.m.

MTH 245a Introduction to Probability and Statistics

An applications-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose be-

tween a lab for biology majors and a lab for all other majors. Prerequisite: MTH 111a or b, or MTH 153a or b, or one year of high school calculus or permission of the instructor. Lab sections limited to 15. 4 credits

Katherine Halvorsen (Mathematics), Stephen Tilley

M W F 1:10–2:30 p.m.; both labs M 2:40–4 p.m.

[250b Plant Physiology]

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors; survey of some pertinent basic and applied research. Additional prerequisite: CHM 111a or 115a. Laboratory (251b) is optional. To be offered in 1998–99. {N} 4 credits

[251b Plant Physiology Laboratory]

Processes which are studied include photosynthesis, photomorphogenesis, growth, uptake of nutrients, water balance and transport, and the effects of hormones. Emphasis is on individual research projects. Additional prerequisite: 250b, which should be taken concurrently. To be offered in 1998–99. {N} 1 credit

BCH 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 230 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits

Stylianos P. Scordilis

T Th 9–10:20 a.m.

BCH 253b Biochemistry I Laboratory

Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis and a project lab on linked enzyme kinetics. Prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently. {N} 2 credits

Stylianos P. Scordilis

T 1–4:50 p.m.

254a General Bacteriology

This course examines bacterial morphology and growth and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats.

Additional prerequisite: CHM 111a or 115a. Laboratory (255a) must be taken concurrently. {N}

3 credits

Christine White-Ziegler

M 1:10–2:30 p.m., W F 1:10–2 p.m.

255a General Bacteriology Laboratory

Methods of aseptic technique; isolation, identification, growth and death of bacteria; an individual project at end of term. 254a must be taken concurrently. {N} 2 credits

Christine White-Ziegler

Lab 1: W F 2:10–4 p.m.

256a Animal Physiology

Functions of animals required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Additional prerequisite: CHM 111a or 115a. Laboratory (257a) is optional. {N} 4 credits

Margaret Anderson

M W F 10–10:50 a.m., Th 4–4:50 p.m.

257a Animal Physiology Laboratory

Experiments will be carried out both to demonstrate the concepts presented in lecture and to illustrate techniques and data analysis used in the study of physiology. Additional prerequisite: 256a, which should be taken concurrently. {N} 1 credit

Margaret Anderson

Lab 1: W 1:10–4 p.m.; Lab 2: Th 1:10–4 p.m.; Lab

3: F 1:10–4 p.m.

260a Principles of Ecology

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Laboratory (261a) is optional. A weekend field trip will be included for students not enrolled in laboratory.

{N} 4 credits

Stephen Tilley

T Th 10:30–11:50 a.m.

261a Principles of Ecology Laboratory

Introduction to ecological communities of southern New England and to the investigation of ecological problems via fieldwork, statistical analysis and computer simulation. Additional prerequisite: 260a, which should be taken concurrently. **{N}** 1 credit

Stephen Tilley

Lab 1: Th 1–3:50 p.m.

[262b Evolution and Systematics]

The evolutionary process, primarily in diploid, sexually reproducing organisms. Emphasis is placed on the genetic basis of evolution, genetic structures of populations, mechanics of natural selection, speciation and macroevolutionary patterns. Additional prerequisite: 232a. To be offered in 1998–99. **{N}** 4 credits

264a Marine Ecology

Patterns and processes of marine habitats (rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. Prerequisites: 111a and 112b, or GEO 108b. Enrollment limited to 28. Laboratory (265a) must be taken concurrently. **{N}** 4 credits

Paulette Peckol

T Th 9–10:20 a.m.

265a Marine Ecology Laboratory

The laboratory applies concepts discussed in lecture, focusing on class and individual research projects in both the field and laboratory. Two weekend field trips to the New England coast are included. Additional prerequisite: 264a, which should be taken concurrently. **{N}** 1 credit

Paulette Peckol

Lab 1: M 1:10–4 p.m.; Lab 2: T 1–3:50 p.m.; and two weekend field trips.

266b Plant Systematics

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (267b) must be taken concurrently. **{N}** 3 credits

John Burk

Th 3–4:50 p.m.

267b Plant Systematics Laboratory

Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. 266b must be taken concurrently. **{N}** 1 credit

John Burk

Lab 1: F 1:10–4 p.m.

EVS 300b Seminar in Environmental Science

Examination of the impact of human populations on natural systems, the development of environmental problems and the use of environmental science in policy creation. Case studies are used to explore the translation of scientific theory and research into policy and regulation. Topics include: landscape ecology, natural system perturbation, conservation biology, sustainability, pollution, environmental health risk assessment, natural resource economics and the formulation of environmental policy. There will be a one-day weekend field trip. Prerequisite: all courses completed or concurrent for the environmental sciences minor or by permission of the instructor. **{S/N}** 4 credits

Thomas Litwin

T Th 9–10:20 a.m.

PSY 311a Neuroanatomy

A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: 180b or 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16. Laboratory sections limited to eight. **{N}** 4 credits

Stefan Bodnarenko

T Th 10:30–11:50 a.m.; lab T or Th 1–4 p.m.

320a Colloquium: Cell Biology of Disease

A study of cells and their diseased states in humans and other animals. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include cellular pathology, inflammation, tuberculosis, cancer, metabolic disorders such as hemolytic anemias,

and cystic fibrosis, as well as the clinical symptomology and therapeutic possibilities. Prerequisites: 230a and 231a. {N} 4 credits

Stylianios Scordilis

M 1:10–4 p.m.

330b Neurophysiology

The function of nervous systems. Topics include the cell biology of neurons, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: 230a, or 256a/257a, or PSY 211a and a semester of chemistry. Laboratory (331b) must be taken concurrently. Enrollment limited to 15. {N} 4 credits

Richard Olivo

T Th 10:30–11:50 a.m.

331b Neurophysiology Laboratory

Electrophysiological recording of signals from neurons, including a short lab project in the second half of the semester. 330b must be taken concurrently. Enrollment limited to 15. {N} 1 credit

Richard Olivo

Lab 1: Th 1–3:50 p.m.; Lab 2: W 1:10–4 p.m.

332a Histology

A study of the microscopic structure of animal tissues, including their cellular composition, origin, differentiation, function and arrangement into organs. Additional prerequisite: 230a. Laboratory (333a) is optional, but strongly recommended.

{N} 4 credits

Richard Briggs

M W F 11 a.m.–12:10 p.m.

333a Histology Laboratory

An introduction to microtechnique: the preparation of tissue and organs for light microscopic examination, including fixation, embedding and sectioning as well as a number of different staining techniques and cytochemistry. Also includes the study of prepared material. Minimum enrollment: six students. Additional prerequisite: 332a, which should be taken concurrently. {N} 1 credit

Richard Briggs

Lab 1: T 1–4:50 p.m.

336b Introduction to Biological Fine Structure

Introduction to the theory of electron microscopy

and associated techniques, including electron optics, instrument design and operational parameters, and specimen preparation; discussion of eukaryotic cell structure (supramolecular organization), and analysis and interpretation of micrographs. Admission by permission of the instructor. Additional prerequisite: 230a. Laboratory (337b) must be taken concurrently. Enrollment limited to six. {N} 3 credits

Richard Briggs

T Th 10:30–11:50 a.m.

337b Introduction to Biological Fine Structure Laboratory

Emphasis will be on the practice of basic techniques for electron microscopy, including diverse preparative procedures for biological material, the operation of the scanning and transmission of electron microscopes, and associated photographic processes. Independent projects are emphasized. 336b must be taken concurrently. {N} 2 credits

Richard Briggs

Th or F 1–4:50 p.m.

[338b Morphology of Algae and Fungi]

Morphology, life cycles, phylogeny, physiology and ecology of algae and fungi. Emphasis placed on the use of algae and fungi in research, as well as their economic and medical importance. Additional prerequisite: CHM 111a or 115a. Laboratory (339b) must be taken concurrently. Enrollment limited to 12. To be offered in 1998–99. {N} 4 credits

[339b Morphology of Algae and Fungi Laboratory]

The laboratory will focus on concepts discussed in lecture and will include a small independent project. A weekend field trip is included. 338b must be taken concurrently. To be offered in 1998–99. {N} 1 credit

[340b Principles of Virology]

Introduction to current concepts of virus multiplication and effects on host cells. Student presentations occupy the second half of the course. Additional prerequisite: 230a. To be offered in 1998–99. {N} 4 credits

[342a Molecular Biology of Eukaryotic Systems]

The molecular biology of eukaryotes and their viruses. Topics will include eukaryotic chromosome structure and organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, molecular evolution, methods for studying human genes, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will make an in-class presentation and write a term paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Additional prerequisite: 234b. Laboratory (343) is optional. To be offered in 1998–99. **{N}** 4 credits

Steven Williams

[343a Molecular Biology of Eukaryotic Systems Laboratory]

A laboratory course designed to complement the lecture material in 342. Advanced techniques used to study the molecular biology of eukaryotic systems will be learned in the context of an individualized project chosen in conjunction with the instructor. These methods will include cDNA library construction, DNA sequence analysis, Northern blot analysis, RT-PCR, pulsed-field gel electrophoresis, *in vitro* mutagenesis and others. Enrollment limited to 16. Additional prerequisite: 235 and 342, which should be taken concurrently. To be offered in 1998–99. **{N}** 1 credit

Steven Williams

346b Developmental Biology

A study of the twin processes of differentiation and morphogenesis by which a single cell develops into a multicellular organism. Exploration of the experimental foundation of important ideas, with illustrations from the genetics and embryology of model organisms. Prerequisite: 230a or permission of the instructor. Laboratory (347b) is optional but recommended. **{N}** 4 credits

Dany Adams

M W F 11 a.m.–12:10 p.m.

347b Developmental Biology Laboratory

Observation, analysis and manipulation of various phenomena in the development of both plants and animals. Classic and modern techniques. Lecture 346b must be taken concurrently. **{N}** 1 credit

Dany Adams

Lab 1: Th 1–3:50 p.m., plus one hour to be arranged

[348a Molecular Physiology]

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Special topics: hormone action, membrane transport, blood clotting mechanisms, anemias and glycogen-storage diseases. Additional prerequisites: 230a and CHM 223a. Offered in alternate years. Laboratory (349a) is optional. To be offered in 1999–2000. **{N}** 3 credits

[349a Molecular Physiology Laboratory]

Laboratory models and techniques in cellular physiology at the molecular level, including subcellular fractionation, mitochondrial and chloroplast respiration, light scattering of erythrocytes, muscle model systems and force production, coupled enzyme pathways and their kinetics. Minimum enrollment: five students. Additional prerequisite: 231a. 348a is a prerequisite or must be taken concurrently. To be offered in 1999–2000. **{N}** 2 credits

350b Biogeography

A study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. **{N}** 4 credits

John Burk, Mary Laprade

T Th 10:30–11:50 a.m.

352a Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Additional prerequisite: 242a/243a, 244b, 262b, or MTH 107a or permission of the instructor. Laboratory (353a) must be taken concurrently. **{N}** 4 credits

Virginia Hayssen

T 1–4 p.m.

353a Animal Behavior Laboratory

Research design and methodology for field and laboratory studies of animal behavior. 352a must be taken concurrently. **{N}** 1 credit

Virginia Hayssen

Lab 1: Th 1–5 p.m.

356a Plant Ecology

A study of plant communities and the relationships between plants and their environment. Additional prerequisite: a course in ecology or environmental science, or permission of the instructor. Laboratory (357a) must be taken concurrently. {N}

3 credits

John Burk

Th 3–4:50 p.m.

357a Plant Ecology Laboratory

Field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. 356a must be taken concurrently. {N}

1 credit

John Burk

Lab 1: F 1:10–4 p.m.

400a Special Studies

Variable credit (1 to 5) as assigned

400b Special Studies

Variable credit (1 to 5) as assigned

Seminars

[360a Topics in Molecular Biology]

{N} 3 credits

[362b Topics in Organismal Biology]

{N} 3 credits

364b Topics in Environmental Biology

Contemporary topics in the field of marine sciences. Specific emphasis on coastal development and pollution, e.g., oil spills, wetland loss, coral reef disturbances. Topic for 1997–98: Geology and Biology of Coral Reefs: Past, Present and Future. Specific emphasis on current status of coral reefs worldwide and a focus on effects of environmental and anthropogenic disturbances (e.g., eutrophication, overfishing, sedimentation, hurricane effects). Prerequisite: an ecology course and permission of the instructor. {N} 3 credits

Paulette Peckol

T 1–2:50 p.m.

[PPL 303b Public Policy for Marine and Coastal Resources]

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: PPL 220 or permission of the instructors. Alternates with BIO 364b, Topics in Environmental Biology. To be offered in 1998–99. 4 credits

366b Topics in Cellular Biology

Topic for 1997–98: To be announced. Prerequisite: 230a. {N} 3 credits

To be announced

To be arranged

[368b Topics in Evolutionary Biology]

Prerequisite: 262b or permission of the instructor. {N} 3 credits

370j Tropical Ecology of Belize

This course will focus on the diverse marine and terrestrial habitats in this tropical environment, including coral reefs, mangrove forests and rain forests. Lectures, discussions and numerous field trips will provide students with an understanding of tropical ecosystems and of some contemporary environmental and economic issues facing Belize and other developing countries. Each student will be involved in an independent research project. Prerequisites: ecology or oceanography course and permission of the instructor. Six to eight working hours per day. Enrollment limited to 15. {N} 3 credits

Thomas Litwin, Paulette Peckol

To be arranged

The Major

Advisers: Students should choose their advisers, according to their interests, from the following list: Plant biology: John Burk, Philip Reid. Cell and molecular biology: Dany Adams, Richard

Briggs, Stylianos Scordilis, Steven Williams.
 Environmental and evolutionary biology: John
 Burk, Paulette Peckol, Stephen Tilley.
 General biology: Richard Briggs, Mary Laprade,
 Robert Merritt, Stephen Tilley.
 Marine biology: John Burk, Paulette Peckol.
 Microbiology: Steven Williams.
 Neurobiology: Dany Adams, Mary Harrington,
 Stylianos Scordilis.
 Zoology: Dany Adams, Mary Laprade, Robert
 Merritt.

Adviser for Study Abroad: John Burk.

Prospective majors should take CHM 111a and BIO 111a and 112b as early as possible. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses. Students who complete 204b and 205b may be granted four credits toward the major. Students who take one of the other courses designated for non-majors ([100b], [104a], 105b, 206a) before enrolling in 111a or 112b may count it as an elective course in the major.

Basis: 111a and 112b, CHM 111a.

Distribution: four of the following courses, one from each of four fields:

- A. Cell biology: 230a.
- B. Genetics: 232a.
- C. Organismal biology: 240a, 242a/243a, 244b/245b.
- D. Physiology: 250b, 254a/255a, 256a.
- E. Evolutionary and environmental biology: 260a, 262b, 264a/265a, 266b/267b.

Advanced courses: At least seven credits at the 300 level, which must include a laboratory course from the department's offerings; only one seminar may count toward the advanced course requirement.

Laboratory courses: At least four laboratory courses, above the basis and including one at the 300 level, must be taken from the department's offerings.

Additional requirements: A total of 48 credits is required for the major. For students who elect to

use AP credit in biology instead of completing BIO 111a, only 44 credits are necessary. Electives may be any courses acceptable for the major. Up to five credits of Special Studies may be counted among the electives but may not count either toward the laboratory requirement or toward the advanced-level credit requirement. In addition, satisfactory completion of a senior research paper is required. This will ordinarily be done in conjunction with a 300-level course, but may result from an Honors, Special Studies or other independent research project.

Up to four credits in the major may be acquired from among the following: CHM 222b, CHM 223a.

The Minor

Advisers: The advisers listed as major advisers for specific areas of biological sciences will also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits from departmental offerings. These courses must include 111a, 112b and one 300-level course. No more than one course designed primarily for non-majors may be included.

Honors

Director: Paulette Peckol.

Basis: the same as that for the major.

430d Thesis
8 credits

431a Thesis
8 credits

432d Thesis
12 credits

Requirements: the same as for the major, and 8 or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. 430d, 431a or 432d may substitute for one 300-level course.

Note that Special Studies credit is superseded by Honors credit.

Marine Sciences

See p. 254.

Neuroscience

See p. 273.

Graduate

Adviser: To be announced.

507a Seminar on Recent Advances and Current Problems in the Biological Sciences
Selected topics for reading and individual reports.
3 credits
Members of the Department

507b Seminar on Recent Advances and Current Problems in the Biological Sciences
Selected topics for reading and individual reports.
3 credits
Members of the Department

510a Advanced Studies in Molecular Biology
3 to 5 credits
Members of the Department

510b Advanced Studies in Molecular Biology
3 to 5 credits
Members of the Department

520a Advanced Studies in Botany
3 to 5 credits
Members of the Department

520b Advanced Studies in Botany
3 to 5 credits
Members of the Department

530a Advanced Studies in Microbiology
3 to 5 credits
Members of the Department

530b Advanced Studies in Microbiology
3 to 5 credits
Members of the Department

540a Advanced Studies in Zoology
3 to 5 credits
Members of the Department

540b Advanced Studies in Zoology
3 to 5 credits
Members of the Department

550a Advanced Studies in Environmental Biology
3 to 5 credits
Members of the Department

550b Advanced Studies in Environmental Biology
3 to 5 credits
Members of the Department

590d Research and Thesis
8 credits

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance. For most schools, these are one year each of English, inorganic chemistry, organic chemistry, physics and biology. Other courses often recommended include vertebrate biology, genetics, developmental biology, biochemistry, mathematics through calculus, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser and inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Names of prehealth advisers and other information may be obtained from the Career Development Office or from Margaret E. Anderson, chair of the Board of Pre-Health Advisers.

Chemistry

Professors

George Morrison Fleck, Ph.D.

Kenneth Paul Hellman, Ph.D.

**Thomas Hastings Lowry, Ph.D.

Robert G. Linck, Ph.D., *Chair*

Stuart Rosenfeld, Ph.D.

Associate Professor

David Bickar, Ph.D.

Assistant Professors

Petra Nicôle Turowski, Ph.D.

Cristina Suarez, Ph.D.

Lecturer and Laboratory Supervisor

*Lâle Aka Burk, Ph.D.

Laboratory Instructor and Laboratory Supervisor

Virginia White, M.A.

Research Associate

Richard E. Morel

[Courses in brackets will not be offered during the current year.]

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry as first-year students and are advised to complete MTH 112a or b or MTH 114a or b and PHY 115 and 116 as early as possible.

All intermediate courses require as a prerequisite a semester of General Chemistry or an Advanced Placement score of 4 or 5. Students entering with strong preparation in chemistry should elect 111a, Section II or 118a.

100b The World Around Us

A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; chemistry and the environment. No prerequisite. Not open to students with Advanced Placement or previous college credit in chemistry. Three hours of lecture, discussion and demonstrations. {N} 4 credits

George Fleck

M W F 10–10:50 a.m.

102b Chemistry of Artists' Materials and Techniques

A theoretical and practical examination of the working methods of artists. Technical studies in the Museum of Art will provide insights into artis-

tic uses of materials in different time periods. Studio demonstrations and activities will provide first-hand knowledge of various media. Laboratory exercises will provide opportunities to prepare materials and to study their properties. Enrollment limited to 18. {N/A} 4 credits

George Fleck and David Dempsey (Museum of Art)

Lec. T Th 8–8:50 a.m.; studio/lab F 1:10–4 p.m.

111a Chemistry I: General Chemistry

Section I

An introductory course dealing with atomic and molecular structure and properties, and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis. Enrollment limited to 16 per lab section. {N} 5 credits
Robert Linck, Virginia White

Lec.: M W F 9–9:50 a.m., Th 8–8:50 a.m. Lab 1: M 1:10–4 p.m. Lab 2: M 1:10–4 p.m. Lab 3: T 9–11:50 a.m. Lab 4: T 9–11:50 a.m. Lab 5: T 1–3:50 p.m. Lab 6: T 1–3:50 p.m. Lab 7: W 1:10–4 p.m. Lab 8: W 1:10–4 p.m. Lab 9: Th 9–11:50 a.m. Lab 10: Th 9–11:50 a.m. Lab 11: Th 1–3:50 p.m. Lab 12: Th 1–3:50 p.m.

Section II

A course dealing with atomic and molecular structure and properties and a detailed treatment of chemical reactions. For students with stronger preparation in chemistry. The laboratory includes techniques of chemical synthesis and analysis. Enrollment limited to 16 per lab section. {N} 5 credits

George Fleck, Virginia White

Lec.: M W F 9–9:50 a.m., Th 8–8:50 a.m. Lab 1: M 1:10–4 p.m. Lab 2: M 1:10–4 p.m. Lab 3: T 9–11:50 a.m. Lab 4: T 9–11:50 a.m. Lab 5: T 1–3:50 p.m. Lab 6: T 1–3:50 p.m. Lab 7: W 1:10–4 p.m. Lab 8: W 1:10–4 p.m. Lab 9: Th 9–11:50 a.m. Lab 10: Th 9–11:50 a.m. Lab 11: Th 1–3:50 p.m. Lab 12: Th 1–3:50 p.m.

118a Advanced General Chemistry

This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. Examples will include concepts from materials science (solid state chemistry, polymers) and the chemistry of the atmosphere. Project based laboratory. The course is designed to prepare students for CHM 222b/223a as well as act as a replacement for CHM 224b. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 18. {N} 5 credits

Robert Linck, Virginia White

Lec. M W F 1:10–2:30 p.m.; lab T 1–3:50 p.m.

150b Environmental Chemistry

An introduction to environmental chemistry, dealing with topics such as conservation of energy, conservation of resources, nutrition, greenhouse effect, ozone layer, acid rain, pesticides and smog. Prerequisite: 111a or the equivalent. An additional college-level course in science or public policy is strongly recommended. Offered in alternate years. {N} 4 credits

Petra Turowski

M W F 11 a.m.–12:10 p.m.

222b Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. Structure, nomenclature and physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, alkynes and cycloalkanes. Prerequisite: 111a. Enrollment limited to 16 per lab section. {N} 5 credits

Stuart Rosenfeld, Lâle Burk

Lec.: M W F 9–9:50 a.m., Th 8–8:50 a.m. Lab 1: M 1:10–4 p.m. Lab 2: M 1:10–4 p.m. Lab 3: T 9–11:50 a.m. Lab 4: T 1–3:50 p.m. Lab 5: T 1–3:50 p.m. Lab 6: W 1:10–4 p.m. Lab 7: W 1:10–4 p.m. Lab 8: Th 9–11:50 a.m. Lab 9: Th 1–3:50 p.m. Lab 10: Th 1–3:50 p.m.

223a Chemistry III: Organic Chemistry

The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Prerequisite: 222b and successful completion of the 222b lab. Students must register for the lecture, one discussion section and one laboratory. Enrollment limited to 16 per lab section. {N} 5 credits

Stuart Rosenfeld

Lec.: M W F 9–9:50 a.m. Dis.: M 2:40–3:30 p.m. or T 1–1:50 p.m. or T 4–4:50 p.m. Lab 1: M 1:10–4 p.m. Lab 2: T 9–11:50 a.m. Lab 3: T 1–3:50 p.m. Lab 4: T 1–3:50 p.m. Lab 5: W 1:10–4 p.m. Lab 6: Th 9–11:50 a.m. Lab 7: Th 1–3:50 p.m.

224b Chemistry IV: Bonding, Structure and Energetics

Coordination chemistry of the transition metals, lanthanides and actinides. Solid-state chemistry. Metals, semi-metals and non-metals. Quantum chemistry, molecular symmetry, mass-action theory and an introduction to chemical thermodynamics. Prerequisite: 223a or permission of the instructor. Enrollment limited to 18 per lab section. {N} 5 credits

Kenneth Hellman, Virginia White

Lec.: M W F 9–9:50 a.m., Th 8–8:50 a.m. Lab 1: M 1:10–4 p.m. Lab 2: T 1–3:50 p.m. Lab 3: W 1:10–4 p.m. Lab 4: Th 9–11:50 a.m. Lab 5: Th 1–3:50 p.m.

226b Synthesis

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization. Recommended especially for sophomores. Prerequisite: 223a. {N} 3 credits

Robert Linck, David Bickar

Lec.: T Th 9–9:50 a.m. Lab 1: T 1–4:50 p.m. Lab 2: Th 1–4:50 p.m.

228b Bio-Organic Chemistry

The function, biosynthesis and structure elucidation of the molecules of nature with emphasis on terpenoids from plant essential oils, steroids, alkaloids, nature's pigments, molecular messengers and defense chemicals. Prerequisite: 223a. Offered in alternate years. {N} 3 credits

Lâle Aka Burk

M W F 10–10:50 a.m.

241j How NMR Really Works

Introduction to the concepts underlying pulsed Fourier Transform nuclear magnetic resonance. Topics include behavior of nuclear spins in a magnetic field, the effect of radiofrequency pulses, the rotating frame, the Fourier Transform and nuclear spin relaxation. Lecture, instrument demonstration and computer simulations. Prerequisite: a knowledge of NMR Spectroscopy at the level covered in CHM 222b and 223a. (E) Both 241j and 342j together will receive a total of one credit.

Thomas Lowry

January 6–9, 1998, 10 a.m.–noon, 1:30–2:30 p.m.

[321a Organic Synthesis]

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds. Prerequisite: 223a. Offered in alternate years. {N} 4 credits

Stuart Rosenfeld

323a Organic Mechanisms

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 223a and 335a or 331a, which may be taken concurrently. Offered in alternate years. {N} 3 credits

Thomas Lowry

M W 1:10–2:20 p.m.

331a Physical Chemistry

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics and kinetic-molecular theory. Prerequisites: 224b and MTH 112a or b or MTH 114a or b. MTH 212a or b or PHY 210a, and PHY 115a are strongly recom-

mended. {N} 4 credits

Cristina Suarez

M W F 11 a.m.–12:10 p.m.

332b Physical Chemistry

The macroscopic viewpoint: chemical thermodynamics and kinetics with applications to gases, solutions, equilibria and electrochemistry. Prerequisite: 331a. {N} 5 credits

Cristina Suarez

Lec.: M W F 11 a.m.–12:10 p.m. Lab 1: T 1–3:50 p.m. Lab 2: Th 1–3:50 p.m.

335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224b or permission of the instructor, and MTH 112a or b. {N} 4 credits

Kenneth Hellman

Lec. M W F 11–11:50 a.m.; lab F 1:10–4 p.m.

342j NMR Spectroscopy in Two Dimensions

The methods by which NMR data are obtained and manipulated to obtain spectra in two dimensions, including the basic types of two-dimensional spectra and the information they provide about molecular structure. Lecture, instrument demonstrations and computer simulations. Prerequisite: 241j. (E) Both 241j and 342j together will receive a total of one credit.

Thomas Lowry

January 13–16, 1998, 10 a.m.–noon, 1:30–2:30 p.m.

347a Instrumental Methods of Analysis

A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species. Investigation of environmental, nutritional, pharmaceutical, biological and geological samples. Critical evaluation of data and error analysis. Prerequisite: 224b or permission of the instructor. {N/M} 5 credits

Petra Turowski

Lec.: T Th 9–9:50 a.m. Lab: T 1–5 p.m., Th 1–4 p.m. (Note: both are required.)

BCH 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: 252b and CHM 224b. Laboratory (353a) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits

David Bickar

T Th 9–10:20 a.m.

BCH 353a Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. Prerequisite: BCH 352a, which may be taken concurrently. {N} 2 credits

David Bickar

Lab 1: T 1–4:50 p.m. Lab 2: W 1–4:50 p.m.

[357b Selected Topics in Biochemistry]

Prerequisite: BCH 352a or permission of the instructor. Offered in alternate years. {N} 3 credits

David Bickar

363b Advanced Inorganic Chemistry

Study of inorganic materials with emphasis on transition metal. Group theory, coordination chemistry, organometallic chemistry, bioinorganic chemistry. Prerequisite: 331a. {N} 4 credits

Petra Turowski

M W F 1:10–2:30 p.m.

[366b Inorganic Laboratory]

Synthesis of transition metal, main group and organometallic compounds, and study of their magnetic, spectral, conductive and/or thermodynamic properties. Prerequisite: 363b, which may be taken concurrently; 226b is recommended. Two lectures and one laboratory. Offered in alternate years. {N} 3 credits

[369a Solid State Chemistry]

Solids: bonding, structure, symmetry and properties; metals, semiconductors and insulators; applications, including superconductors. Prerequisite: 331a, which may be taken concurrently; PHY 115a is recommended. Offered in alternate years. {N} 3 credits

[395a Advanced Chemistry]

A course in which chemical systems, without regard to boundaries of subdisciplines, are treated by and unified with an orbital model. Topics include HMO analysis, perturbation theory, aromaticity, hypervalence, frontier orbitals, fragment analysis, Walsh's rules, Jahn-Teller phenomena, cycloaddition, clusters, solid state and reactivity. Prerequisite: 331a. Offered in alternate years. {N} 4 credits

Robert Linck

400a Special Studies

1 to 4 credits as assigned

400b Special Studies

1 to 4 credits as assigned

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Virginia White.

Students planning graduate study in chemistry are advised to include PHY 115 and 116 and MTH 212a or b or 211a or b in their programs of study. A major program that includes these courses and additional laboratory experience in the form of either (a) two semesters of research (400, 430 or 432), or (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.

Required courses: 111a, 222b, 223a, 224b, 226b, 331a, 332b, 347a, 363b and a further six credits in chemistry, toward which four credits from the research courses 400, 430 or 432 may be counted.

The Minor

Advisers: Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters

are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 23 credits in chemistry that must include 111a, 222b, 223a and 224b. Special Studies 400a and 400b normally may not be used to meet the requirements of the minor.

Honors

Director: George Fleck.

430d Thesis

8 credits

432d Thesis

12 credits

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.

Classical Languages and Literatures

Professor

Justina Winston Gregory, Ph.D.

Nancy J. Shumate, Ph.D.

Scott A. Bradbury, Ph.D., *Chair*

Associate Professors

***Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Assistant Professor

Maureen Ryan, Ph.D.

[Courses in brackets will not be offered during the current year.]

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. 15).

Students planning to major in classics are advised to take relevant courses in other departments such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213b for credit.

Credit is not granted for the first semester only of an introductory language course.

Greek

GRK 100d Elementary Greek

A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings. {F} 8 credits

Justina Gregory

M W F 1:10–2:30 p.m.

GRK 212a Attic Prose and Drama

Prerequisite: 100d. {L/F} 4 credits

Thalia Pandiri

M W F 11 a.m.–12:10 p.m.

GRK 213b Homer, *Iliad*

Prerequisite: 212a or permission of the instructor.

{L/F} 4 credits

Justina Gregory

M W F 11 a.m.–12:10 p.m.

GRK 334b Plato

A study of Plato's *Symposium* and of selections from the *Phaedrus*. Attention to literary, philosophical and cultural aspects. Prerequisite: GRK 213b or permission of the instructor. {L/F} 4 credits

Scott Bradbury

T Th 1–2:50 p.m.

GRK 336a Aeschylus and Herodotus: Athens, the Savior of Greece

A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia that were to transform Athens into an imperial power. Prerequisite: 213b or permission of the instructor. {L/F} 4 credits

Thalia Pandiri

M W F 10–10:50 a.m.

GRK 404a Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek. 4 credits

GRK 404b Special Studies

4 credits

Graduate

GRK 580a Studies in Greek Literature

This will ordinarily be an enriched version of the 300-level course currently offered. 4 credits

GRK 580b Studies in Greek Literature

4 credits

Adviser for Graduate Study: Justina Gregory.

See also REL 287a: Greek Religious Texts.

Latin

LAT 100d Elementary Latin

Fundamentals of grammar, with selected readings from Latin authors in the second semester. {F}

8 credits

Maureen Ryan

M W F 1:10–2:30 p.m.

[LAT 111b Intensive Elementary Latin]

An intensive course in Latin grammar, designed to prepare the beginner to enter LAT 212a in the following semester. Selected readings. {F} 8 credits

Tbalia Pandiri

LAT 212a Poets and Politicians of the Late Republic

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings may include selections from Cicero, Caesar and Catullus. Prerequisite: LAT 100d, 111b or the equivalent. {L/F} 4 credits

Nancy Shumate

M W F 11 a.m.–12:10 p.m.

LAT 213b Virgil, *Aeneid*

Prerequisite: 212a or permission of the instructor.

{L/F} 4 credits

Maureen Ryan

M W F 11 a.m.–12:10 p.m.

[LAT 214b Medieval Latin]

Selected readings from prose and poetry by a wide range of authors, from the third century to the 14th. Emphasis on the individual in society,

through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent.

{L/F} 4 credits

Scott Bradbury

LAT 215a Roman Historians

Selections from Livy, Sallust and Tacitus, with a focus on the intersection of historiography and ideology; the construction of the Roman national character; the deployment of ethical exemplars.

Prerequisite: a 200-level course in Latin or the equivalent. {L/F} 4 credits

Scott Bradbury

T Th 1–2:50 p.m.

LAT 216b The Poetry of Ovid

A study of Ovid's development as a poet and his relation to contemporary literary movements against the backdrop of the Augustan political and social milieu. Readings selected from the *Amores*, *Heroides*, *Ars Amatoria*, *Metamorphoses* and *Tristia*. Prerequisite: a 200-level course in Latin or the equivalent. {L/F} 4 credits

Nancy Shumate

T Th 10:30–11:50 a.m.

LAT 321b Roman Comedy

Selected plays of Plautus with particular attention to the elements which make Plautine drama appealing to Roman audiences: stock characters, devices of humor, meter and music, language of everyday conversation. Prerequisite: 216b or permission of the instructor. {L/F} 4 credits

Maureen Ryan

T Th 9–10:20 a.m., one hour to be arranged

LAT 326a The Poetry of Horace

Selections from the *Satires* and *Odes*, with emphasis on the latter. Attention to the Augustan cultural milieu. Prerequisite: 216b or permission of the instructor. {L/F} 4 credits

Nancy Shumate

M W 2:40–4 p.m.

LAT 404a Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. 4 credits

LAT 404b Special Studies

4 credits

Graduate**LAT 580a Studies in Latin Literature**

This will ordinarily be an enriched version of the 300-level courses currently offered. 4 credits

LAT 580b Studies in Latin Literature

4 credits

Adviser for Graduate Study: Nancy Shumate.

Classics in Translation**CLS 227a Classical Mythology**

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myth. {L/A}

4 credits

Scott Bradbury

T Th 9–10:20 a.m.

[CLS 230b The Historical Imagination]

{L/H} 4 credits

Justina Gregory

CLS 232b Paganism in the Greco-Roman World

An introduction to the varieties of pagan religious experience in the Mediterranean world from the fifth century B.C.E. to the fourth century C.E. Topics will include traditional cult practices, sacrifice, festivals, mystery religions and the philosophical critique of traditional religious practices. Special focus on the types of religious experience open to women in Greco-Roman antiquity. Attention also to the interaction of paganism with Christianity.

{L/H} 4 credits

Scott Bradbury

T Th 9–10:20 a.m.

CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture

The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped literary representation; the relationship between representation and reality.

{L/H} 4 credits

Nancy Shumate

T Th 1–2:50 p.m.

CLS 234a Rites of Passage

How does the literature of early and late Western culture represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors associated with this passage, and how do poets and novelists exploit and expand generic conventions to construct narratives of transition? Readings from archaic and classical Greece and 20th-century Europe and North America, including Homer, the *Homeric Hymn to Demeter*, Alcman's *Partheneion*, Sappho, selected Greek tragedies, Alain-Fournier, Thomas Mann, Willa Cather, Elizabeth Bowen, Philip Larkin. {L} 4 credits

Justina Gregory

T Th 1–2:20 p.m.

[CLT 230a "Unnatural" Women: Mothers Who Kill Their Children]**The Major in Greek, Latin or Classics**

Advisers: Members of the Department.

Adviser for Study Abroad: Thalia Pandiri.

Basis: in Greek, 100d; in Latin, 100d or 111b; in classics, Greek 100d and Latin 100d or 111b.

Requirements: in Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

The Major in Classical Studies

Advisers: Members of the Department.

Basis: GRK 100d or LAT 100d or 111b (or the equivalent). Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200 level or above) or LAT (200 level or above); at least two from classics in translation (CLS); and at least two appropriate courses in archaeology (ARC), art history (ARH), education (EDC), government (GOV), ancient history (HST), philosophy (PHI) and/or religion (REL), chosen in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser, courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Latin

Advisers: Members of the Department.

Requirements: six four-credit courses, of which

at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Classics

Advisers: Members of the Department.

Requirements: six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department's prior approval.

Honors in Greek, Latin, Classics or Classical Studies

Director: Justina Gregory.

430d Thesis
8 credits

431a Thesis
8 credits

Requirements: the same as those for the major, with the addition of a thesis (431a), to be written over the course of one (431a) or two (430d) semesters, and an examination in the general area of the thesis.

Greek, Latin or Classics Graduate

590d Research and Thesis
8 credits

590a Research and Thesis
4 or 8 credits

590b Research and Thesis
4 or 8 credits

Comparative Literature

Ann Rosalind Jones, Ph.D. (Comparative Literature), *Director*

Professors

§David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)

Maria Banerjee, Ph.D. (Russian Language and Literature)

Elizabeth Harries, Ph.D. (English Language and Literature and Comparative Literature)

Jocelyne Kolb, Ph.D. (German Studies)

Hans Rudolf Valet, Ph.D. (German Studies and Comparative Literature)

Associate Professors

Craig R. Davis, Ph.D. (English Language and Literature)

**Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Janie Vanpée, Ph.D. (French Language and Literature)

Anna Botta, Ph.D. (Italian Language and Literature)

Assistant Professors

Leyla Ezdinli, Ph.D. (French Language and Literature)

†Reyes Lázaro, Ph.D. (Spanish and Portuguese)

[Courses in brackets will not be offered during the current year.]

A comparative study of literature in two languages, one of which may be English.

GLT 291a Western Classics in Translation, from Homer to Dante

GLT 292b Classics in Translation, from Chrétien de Troyes to Tolstoy

Prerequisite: 291a.

(See p. 338.) An interdepartmental course, GLT 291a is a prerequisite for the senior seminar; students interested in comparative literature should take it as early as possible. First-year students eligible for advanced placement in English by virtue of a score of 4 or 5 and first-year students with an SAT or English achievement score of 710 are encouraged to register for GLT 291a.

Comparative literature courses are not open to first-year students (except with the permission of the instructor). After the first year all 200-level courses are open to all students unless otherwise specified. Courses at the 300 level require at least

one 200-level literature course, at or above the level specified for entry into the major, or permission of the instructor.

In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able.

Genre

235b Fairy Tales and Gender

A study of literary fairy tales in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten and transformed them. Some attention to oral story-telling and to related stories in other cultures. Writers will include Aulnoy, Perrault, le Prince de Beaumont, the Grimms, Andersen, Christina Rossetti, Angela Carter, Sexton, Broumas. Prerequisite: at least one college-level course in literature. Not open to first-year students. {L} 4 credits

Elizabeth Harries

T Th 1–2:50 p.m.

[237a Travellers' Tales]

How do we describe the places we visit? How do both guidebooks and the reports of earlier travelers structure the journeys we take ourselves? Can we ever come to know the "real Italy," the "real India," or do those descriptions finally provide only metaphors for the self? A study of classic travel narratives by such writers as Calvino, Twain, Goethe, Stendhal, Henry James, Mary McCarthy, V.S. Naipaul, Roland Barthes, Bruce Chatwin and others. To be offered in 1998–99. {L} 4 credits
Michael Gorra

305a Studies in the Novel

4 credits

Section A: The Postmodern Novel

Why is it that vision and light (as in the expression "I see" or "This throws light on") have become metaphors for understanding? Would it be possible to imagine a world through one of the so-called "minor senses" (taste, smell or hearing)? One of the many challenges postmodern authors have taken on is to question the predominance of the eye, a commonplace of Western thought at least since Aristotle. The topic will be explored both through theoretical texts and contemporary novels. Writers will include Barthes, Calvino, Suskinds, Rushdie, Celati, Simon, Lanchester. {L}
Anna Botta
 M W 2:40–4 p.m.

Section B: The Picaresque Tradition

Picaro, rogue, outcast, vagrant, con artist, thief, fast talker, story teller, survivor—who is the anti-hero/ine after whom a sub-genre of the novel is named? How does the story she/he tells of his/her adventures unmask the ideologies, the hypocrisy and the corruption of the society that marginalizes the narrator? Why is this genre particularly well suited to attract contemporary feminist and subversive writers? The course will study the evolution of the picaresque genre from its origins in 16th-century Spain (*Lazarillo de Tormes*) to its modern development in American literature and French feminist fiction and film. Texts by Quevado, Cervantes, Lesage, Defoe, Diderot, Voltaire, Twain, Mann, Ellison, Kerouac, Isabel Allende, Kathy Acker and Leila Sebbar and films by Stanley Kubrick and Agnes Varda. {L}

Janie Vanpée

M W 2:40–4 p.m.

Section C: The Philosophical Novel

This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th century, the age of "terminal paradoxes." Texts will include Dostoevsky's *Notes from the Underground*, Kafka's *The Trial*, Musil's *Man without Qualities* and Kundera's *The Joke*, *The Farewell Party* and *The Unbearable Lightness of Being*. {L}
Maria Banerjee
 T Th 10:30–11:50 a.m.

315b The Primary Epic and Early National Legends

A comparative study of the first literary works to express a supratribal or national consciousness in a variety of non-Western and marginal European traditions. We will explore the distinctive world view and value system represented by each work as well as seek to discover any common principles that govern the formation of national legends in general. We will also consider the form and performance of oral epic poetry and theories of the process by which that poetry achieved literary form. {L} 4 credits
Craig Davis
 T Th 10:30–11:50 a.m.

376b Theories of the Paratext

This course examines the delimitations of the text in literature, film and television through a study of the paratext, or the framing apparatus which permits the text to become a cultural artifact. The paratext includes prefaces, epigraphs, footnotes, titling, credit sequences, trailers and out-takes. We will analyze the ways in which the paratext grounds textual authority and cultural legitimacy. This course will address issues of gender, race, class, commodification and intellectual property in a wide range of contexts, including the 19th-century novel, television news, MTV and *The Simpsons*. {L/H} 4 credits
Leyla Ezdinli
 M W F 11 a.m.–12:10 p.m.

Period, Movement

259a Realism

The aims and achievements of Realism in works by such 19th-century writers as Balzac, Flaubert, Zola, George Eliot, Dostoevsky and Fontane. Perspectives on Realism in the 20th century: critical and socialist Realism (James, Gorki, Seghers, Roumain, Carpentier). {L} 4 credits

Gertraud Gutzmann

M W 2:40–4 p.m.

ENG 266a Postcolonial Literature

The literary legacy of the British Empire in works by writers from India, Africa and the Caribbean. The tension between national identity and the imperialist past; the use of the English language to describe non-English experience; the relation of politics to questions of literary form. Readings in Rushdie, Gordimer, Soyinka, Naipaul and others. [3d] {L} 4 credits

Ambreen Hai

T Th 1–2:20 p.m.

268b Latina and Latin American Women Writers

This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, “race,” class, sexuality and political consciousness are analyzed in light of the writers’ coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Sheila Ortiz Taylor and many others are included in readings that range from poetry and fiction to essay and theater. Knowledge of Spanish is not required but will be useful. First-year students must have the permission of the instructor. {L} 4 credits

Nancy Sternbach

M W F 11 a.m.–12:10 p.m.

272b Women Writing: 20th-Century Fiction

A study of the pleasures and politics of fiction by women from English-speaking and French-speaking cultures. How do women writers engage, subvert and/or resist dominant meanings of gender, sexuality, race and ethnicity and create new narrative spaces? Who speaks for whom? How does the

reader participate in making meaning(s)? How do different theoretical perspectives (feminist, lesbian, queer, psychoanalytic, postcolonial, postmodern) change the way we read? Writers such as Woolf, Colette, Schwarz-Bart, Morrison, Duras, Rule, Winterson and Wittig. {L/H} 4 credits

Marilyn Schuster

M W F 10–10:50 a.m.

279a Women Writers of the Middle Ages

This course provides an introduction to the major women authors of the Middle Ages, translated from medieval Latin, English, French and Occitan, and spanning the 10th to the 15th centuries. Genres represented include love letters, *lais*, lyric poetry, liturgical poetry and drama, mystical meditations and spiritual autobiography. A final segment focuses on Christine de Pizan, an author renowned for her revisionist accounts of mythology and history in favor of women. Recommended for students who have taken a 200-level course in literature or a course in some aspect of medieval culture. {L} 4 credits

Nancy Mason Bradbury and Eglal Doss-Quinby

M W 1:10–2:30 p.m.

Special Topics

ENG 211b The Technology of Reading and Writing

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. [3e] {L} 4 credits

Eric Reeves

T Th 9–10:20 a.m.

CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture

The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped literary representation; the relationship between representation and reality.

{L/H} 4 credits

Nancy Shumate

T Th 1–2:50 p.m.

CLS 234a Rites of Passage

How does the literature of early and late Western culture represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors associated with this passage, and how do poets and novelists exploit and expand generic conventions to construct narratives of transition? Readings from archaic and classical Greece and 20th-century Europe and North America, including Homer, the *Homeric Hymn to Demeter*, Alcman's *Partheneion*, Sappho, selected Greek tragedies, Alain-Fournier, Thomas Mann, Willa Cather, Elizabeth Bowen, Philip Larkin. {L} 4 credits

Justina Gregory

T Th 1–2:20 p.m.

251a Portraits of the Artist

Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Mörike, Wagner, Ibsen, Thomas Mann, Kafka, Shaffer, Osborne and others. {L/A} 4 credits

Hans R. Vaget

M W 1:10–2:30 p.m.

EAL 261b Major Themes in Literature: East-West Perspectives

Introduces East Asian literature through comparative perspectives. This year emphasis will be placed on death. Korean texts by Hwang Sun-wôn, O Chông-hui, Chang-rae Lee, Chi-wôn Kim and

Sôk-kyông Kang and Chinese texts by Tao Qian, Cao Xueqin, Shen Fu, Mao Xiang and Bai Xianying will be examined along with texts selected from across national and cultural boundaries, including Thomas Mann, James Joyce, Henrik Ibsen and Velina Houston. Close examination of differences and similarities in the conception and representation of death. All readings are in English translation. {L} 4 credits

Jinbee Kim

M W 1:10–2:30 p.m.

366b Against Imperialism: Theory, Literature, Image

We will trace the impact of national identities, geography and imperial expansion on the epic genre as it moves from the centers of Europe toward its margins. After assessing the problems posed by Dante's *Divine Comedy* and such "anti-epics" as Cervantes' *Don Quixote* and Voltaire's *Candide*, we will analyze more recent transformations in examples from the United States (Vonnegut), Spain (Goytisolo), Latin America (Scorza), Nigeria (Achebe) and the Caribbean (Walcott). The texts will be supplemented by selections of theological, political and cultural theory from Erasmus to Althusser. Although the course will emphasize the continuities between early modern and contemporary writers, it also seeks to formulate a general typology for the epic narrative that can include painting (Carpaccio, Rafael, Holbein, El Greco and Dali) and contemporary film (*Apocalypse Now*, *The Shining*, *The Huddsucker Proxy*, *A Toy Story*, *Predator*, *Richard III* and *Primal Fear*). {L/H} 4 credits

Eric Graf

M W F 10–10:50 a.m.

Critical Theory and Method

293b Global Tempests: Sources, Contexts, Theory

An introduction to comparative approaches to literature: plays, films, poems, novels, manifestos, theory. Topics include the migration of Shakespeare's *Tempest* from Renaissance London to modern Latin America, the Caribbean and Africa; discussions of authorship from ancient Greece to postmodern France; translation as technical issue and life experience; debates over liter-

ary canons. Texts include Shakespeare's *The Tempest* and Aimé Césaire's *A Tempest*, Ngugi's *Towards a National Literature*, Sterne's *Tristram Shandy*, Foucault's "What Is an Author?," Woolf's *A Room of One's Own*; films by Derek Jarman, Paul Mazursky and Peter Greenaway. Prerequisite: GLT 291a. {L} 4 credits

Ann Jones

T Th 9–10:20 a.m.

300a Contemporary Literary Theory

The interpretation of literary texts of various genres by psychoanalytic, Marxist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Barthes, Derrida, Cixous, Althusser, Macherey and Said. Enrollment limited to 25. {L} 4 credits

Ann Jones

T Th 3–4:50 p.m.

340b Problems in Literary Theory

Required of senior majors in comparative literature, designed to explore one broad issue in literary criticism (for example, evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GLT 291a and CLT 300a or permission of the instructor. {L} 4 credits

Ann Jones

T 3–4:50 p.m.

404a Special Studies

Admission by permission of the instructor and director. 4 credits

404b Special Studies

4 credits

The Major

The requirements for the comparative literature major, to take effect starting with the class of 2001, will consist of GLT 291a (GLT 292b is strongly recommended); CLT 293b; and the remaining requirements now in place in the major.

Before entering the major, the student must prove her proficiency by completing a course in

the foreign language or languages of her choice at the level of GER 225a, GRK 212a or b, ITL 250a, LAT 212a or b, RUS 338a, SPN 250a or SLL 260a, or FRN 230, 253 or 254. FRN 260a or b may be counted as one of the three advanced courses in literature required for the comparative literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 13 semester courses as follows:

1. three comparative literature courses: one must deal with a period or movement, one with a genre and one with a special topic (if available). Only courses with a primary or cross-listing in comparative literature count as comparative literature courses;
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (English 200d may be counted as one course toward the comparative literature major). If a student takes both terms of a year-long literary survey in a foreign language (e.g., FRN 253, 254), she may count the second term as an advanced literature course. No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major;
3. GLT 291a, CLT 293a, CLT 300a, CLT 340b. (Note that GLT 291a is a prerequisite for 340b and should be taken as early as possible.)

Honors

Director: Ann Jones.

Requirements: the same as those for the major, with the addition of a thesis (430d), to be written in both semesters of the senior year. The first draft will be due on the first day of second semester and will be commented on by both the adviser and the second reader. The final draft will be due on April 1, to be followed later in April by an oral presentation and discussion of the thesis.

430d Thesis

8 credits

Computer Science

Professors

Michael O. Albertson, Ph.D. (Mathematics)

†Joseph O'Rourke, Ph.D.

Associate Professors

Merrie Bergmann, Ph.D.

Dominique F. Thiébaud, Ph.D., *Chair*

Assistant Professors

Ileana Streinu, Ph.D.

Lixin Gao, Ph.D.

[Courses in brackets will not be offered during the current year.]

Three computer science courses have no prerequisites. These are CSC 101 (Computer Literacy), CSC 111 (Computer Science I) and CSC 290 (Introduction to Artificial Intelligence). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

101a Computer Literacy

An introductory course surveying computers and computing. Computer science will be examined at many "levels": theory, hardware, systems, algorithms, programming, operating systems, networks, applications, societal impact. This is not a programming course, but students will write a few small programs. Although various application software will be explored, including word processors, spreadsheets and graphics programs, the goal will not be training but rather understanding. Topics discussed include local and national networks, computer security, "viruses," software reliability, artificial intelligence and the history of computing. Weekly lab, using personal computers. Enrollment limited to 90; 30 per lab section. {M} 4 credits

Merrie Bergmann

T Th 10:30–11:50 a.m.; lab Th 1–2:50 p.m. or Th 3–4:50 p.m. or Th 7:30–9:30 p.m.

101b Computer Literacy

A repetition of 101a. Enrollment limited to 30 per lab section. {M} 4 credits

Dominique Thiébaud

T Th 9–10:20 a.m.; lab Th 1–2:50 p.m. or Th 3–4:50 p.m. or Th 7:30–9:30 p.m.

111a Computer Science I

Introduction to a block-structured high-level programming language. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. An introduction to further studies in computer science will be provided by members of the department. Enrollment limited to 40; 20 per lab section. {M} 4 credits

Lixin Gao

T Th 9–10:20 a.m.; lab T 1–2:50 p.m. or T 3–4:50 p.m.

111b Computer Science I

A repetition of 111a. Enrollment limited to 40; 20 per lab section. {M} 4 credits

Merrie Bergmann

M W F 11 a.m.–12:10 p.m.; lab T 1–2:50 p.m. or T 3–4:50 p.m.

112a Computer Science II

Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion. A programming language different from the one used in CSC 111 may be introduced. The programming goals of portability and efficiency (time and space) are emphasized. The concept of data abstraction is introduced. Prerequisite: 111 or equivalent. Enrollment limited to 40. {M} 4 credits

Ileana Streinu

T Th 10:30–11:50 a.m.; lab Th 1–2:50 p.m.

112b Computer Science II

A repetition of 112a. Enrollment limited to 40. **{M}** 4 credits

Lixin Gao

T Th 10:30–11:50 a.m.; lab Th 1–2:50 p.m.

220a Advanced Programming Techniques

Object-oriented programming in C++, Graphical User Interfaces in X-Windows, Unix tools for software development (make, Imake, Tcl/Tk, etc.). Basic principles of software engineering. Students will see a large programming project through from design to code-writing to testing to documentation and release. Prerequisite: 112. **{M}** 4 credits

To be announced

M W F 1:10–2:30 p.m.; lab Th 1–2:50 p.m.

231a Microcomputers and Assembly Language

An introduction to the internal workings of computers (“computer architecture”), using a microcomputer as an example, and to assembly language programming. Prerequisite: 112 or permission of the instructor. **{M}** 4 credits

Dominique Thiébaud

M W F 11 a.m.–12:10 p.m.

[240b Computer Graphics]

Covers two-dimensional line drawings and transformations, three-dimensional graphics, clipping and windowing, color raster graphics, hidden surface removal, animation and fractals. Students will write programs for a variety of graphics devices; a programming-intensive course. Prerequisites: 112, MTH 211 or permission of the instructor. To be offered in 1998–99. **{M}** 4 credits

250a Foundations of Computer Science

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisites: 111 and MTH 153. **{M}** 4 credits

Merrie Bergmann

M W F 10–10:50 a.m.

[252a Algorithms]

Covers algorithm design techniques (“divide-and-conquer,” dynamic programming, “greedy” algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems,

and NP-completeness. Prerequisites: 112, MTH 111, MTH 153. To be offered in 1998–99. **{M}** 4 credits

262b Introduction to Operating Systems

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: 231. **{M}** 4 credits

Lixin Gao

T Th 9–10:20 a.m.; lab T 1–2:50 p.m.

[270b Digital Circuits and Computer Systems]

This class introduces students to the operation of logic and sequential gates inside a computer. We will explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders and the more sophisticated circuits found in microprocessor systems. Students will have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 15. To be offered in 1998–99. **{M}** 4 credits

[MTH 270b Introduction to Numerical Methods]**274b Computational Geometry**

Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, geometric searching and motion planning. Students will have a choice between writing several programs in C or exploring theoretical questions. Prerequisites: MTH 153 and either 112 or MTH 211. **{M}** 4 credits

Ileana Streinu

M W F 2:40–4 p.m.

280b Topics in Programming Languages

History and evolution of programming languages. Language syntax, compilers, interpreters, variable binding, semantic models. Functional, object-oriented and logic programming. Assignments in a variety of languages, including LISP, Prolog and an object-oriented language such as Smalltalk. Prerequisites: 112, 250. **{M}** 4 credits

To be announced

M W F 1:10–2:30 p.m.

290b Introduction to Artificial Intelligence

An introduction to artificial intelligence and to techniques employed to tackle problems in this area. Includes an introduction to artificial intelligence programming. Topics covered may include: game playing and search strategies; theorem proving; knowledge representation, logic and reasoning; machine learning; natural language understanding; neural networks; genetic algorithms; philosophical issues. This course is designed for students with an interest in cognitive science as well as for computer science majors, and does not presuppose any MTH or CSC courses. **{M}** 4 credits

Merrie Bergmann

M W F 10–10:50 a.m.

330a Topics in Database Systems

Files and storage structures. Data models, including the relational, entity-relationship, hierarchical and network models, with emphasis on the relational model. Query languages and query processing. Crash recovery, concurrency control, security. Applications. Prerequisites: 112 and 231, or permission of the instructor. **{M}** 4 credits

Ileana Streinu

T Th 9–10:20 a.m.

350a Seminar in Computer Networks and Distributed Systems

An introduction to the major aspects of computer networks: types of networks, network protocols, reliability. Surveys example networks. Examines the implication of network features on distributed systems by considering specific problems in the area of distributed computing. These include event ordering, commit protocols, mutual exclusion, deadlocks, byzantine agreement. Considers application of distributed systems, e.g., distributed databases. Prerequisite: 231. **{M}** 4 credits

Lixin Gao

T Th 10:30–11:50 a.m.

[352a Introduction to Parallel Processing]

Parallel programming is the action of breaking down a problem into smaller parts that can be assigned and solved in parallel by many processors or computers. This course presents a study of the hardware and software issues of parallel programming, including network topology, granularity of computation, algorithmic efficiency and complexity of parallel algorithms, speed up and utilization. In this course students write programs for three differ-

ent parallel-machines paradigms: A Single-Instruction-Single-Data (SISD) machine, a heterogeneous Multiple-Instruction-Multiple-Data (MIMD) environment of networked workstations and a homogeneous MIMD multiprocessor system. The class is programming-intensive and allows the students to experiment with the languages Parallaxis, PVM (Parallel Virtual Machine) and Logical System's Parallel C for the transputer. Prerequisites: 112 and 252. To be offered in 1998–99. **{M}** 4 credits

364b Computer Architecture

Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270, or 231 and permission of the instructor. **{M}** 4 credits

Dominique Thiébaud

T Th 1–2:50 p.m.

[390b Seminar in Artificial Intelligence]

Topic: Natural Language Understanding. A seminar introduction to computational linguistics, from syntax to discourse analysis, and to knowledge representation. Prerequisite: 290 or permission of the instructor. To be offered in 1998–99. **{M}** 4 credits

[394b Introduction to Translators and Compiler Design]

Includes top-down and bottom-up parsing methods, lexical analysis, code generation and optimization techniques. Students will implement a compiler for a simple high-level programming language. Prerequisites: 231 and 250. To be offered in 1998–99. **{M}** 4 credits

400a Special Studies

For majors, by arrangement with a computer science faculty member. Variable credit as assigned

400b Special Studies

Variable credit as assigned

The Major

Advisers: Michael Albertson (Mathematics), Merrie Bergmann, Lixin Gao, Ileana Streinu, Dominique Thiébaud.

Requirements: At least 11 semester courses (44 credits) including:

1. 111, 112, 231, 250;
2. a. One of MTH 111, MTH 112, MTH 114;
b. MTH 153;
c. One of MTH 211, MTH 245, MTH 246;
(MTH 125 may replace the requirements of 2a and 2b)
3. At least one of [252], 262, [270], 280;
4. At least one 300-level course;
5. At least two additional CSC courses beyond the 100 level.

The Minor

Students may minor in computer science by fulfilling the requirements for one of the following concentrations or by designing, with departmental approval, their own sequence of six courses, which must include 111 and 112, and one 300-level course.

1. Systems (six courses)

Adviser: Dominique Thiébaud.

This minor is appropriate for a student with a strong interest in computer systems and computer software.

Required courses:

- 111 Computer Science I
 - 112 Computer Science II
 - 220 Advanced Programming Techniques
 - 231 Microcomputers and Assembly Language
 - 262 Introduction to Operating Systems
- One of:
- 330 Topics in Database Systems
 - 350 Seminar in Computer Networks and Distributed Systems

2. Computer Science and Language (six courses)

Adviser: Merrie Bergmann.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses:

- 111 Computer Science I
 - 112 Computer Science II
 - 250 Foundations of Computer Science
 - 280 Topics in Programming Languages
 - 290 Introduction to Artificial Intelligence
- One of:
- [390 Seminar in Artificial Intelligence]
 - [394 Introduction to Translators and Compiler Design]

3. Mathematical Foundations of Computer Science (six courses)

Adviser: Michael Albertson (Mathematics).

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

- 111 Computer Science I
- 112 Computer Science II
- 250 Foundations of Computer Science
- [252 Algorithms]
- MTH 253 Combinatorics and Graph Theory
- [MTH 353 Advanced Topics in Discrete Applied Mathematics]

Honors

Director: Merrie Bergmann.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.

Dance

Professor

Susan Kay Waltner, M.S.

Associate Professor

Yvonne Daniel, Ph.D., *Chair*

Assistant Professor

**Rodger Blum, M.F.A.

Five College Lecturers

Jim Coleman, M.F.A. (Professor,
Mount Holyoke College)

Ranjan Devi (Lecturer, University of
Massachusetts, Fine Arts Center)

Charles Flachs (Assistant Professor, Mount
Holyoke College)

Rose Flachs (Assistant Professor, Mount Holyoke
College)

Terese Freedman, B.A. (Professor,
Mount Holyoke College)

Kenneth Lipitz (Lecturer, University of
Massachusetts)

Daphne Lowell, M.F.A. (Associate Professor,
Hampshire College)

Rebecca Nordstrom, M.F.A. (Associate Professor,
Hampshire College)

Peggy Schwartz, M.A. (Professor,
University of Massachusetts), Five College
Chair

Andrea Watkins, Ph.D. (Associate Professor,
University of Massachusetts)

Wendy Woodson, M.A. (Associate Professor,
Amherst College)

Principal Pianist/Lecturer

Julius M. Robinson, B.S.

Teaching Fellows

Jeremy Lindberg

Sara Rabideau

Kathleen Ridlon

Megan Bonneau

Brenda Divelbliss

Jennifer Kayle

[Courses in brackets will not be offered during the current year.]

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution.

Please note: Five College course lists (specifying times, locations and new course updates) are available two weeks prior to pre-registration at

both the Smith College dance office and the Five College Dance Department office, located at Hampshire College.

Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

Dance composition: Introductory through advanced study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development and per-

sonal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group) and utilizing various devices and approaches, e.g., motif and development, theme and variation, text and spoken language, collage, structured improvisation.

All dance theory courses: L {A} 4 credits

151a Elementary Dance Composition

L. {A} 4 credits

Rodger Blum

M W 2:30–4 p.m.

UM (Schwartz)

AC Language of Movement (Woodson)

151b Elementary Dance Composition: Improvisation

A repetition of 151a. {A} 4 credits

At MHC (Coleman)

252a Intermediate Dance Composition

Prerequisite: 151a or b. L. {A} 4 credits

At HC (Lowell)

252b Intermediate Dance Composition

Prerequisite: 151a or b. L. {A} 4 credits

To be announced

M W 2:30–4 p.m. at SC

AC Bodies of Memory (Woodson)

UM (Brown)

353a Advanced Dance Composition

Prerequisite: 252a or b or permission of the instructor. L. {A} 4 credits

353b Advanced Dance Composition

A repetition of 353a. L. {A} 4 credits

Susan Waltner

T Th 1–2:30 p.m.

AC Ideas to Performance (Woodson)

171a Dance in the 20th Century

This course is designed to present an overview of dance as a performing art in the 20th century, focusing especially on major American stylistic traditions and artists. Through readings, video and film viewing, guest performances, individual research projects and class discussions, students

will explore principles and traditions of 20th-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African-American dance forms, jazz dance and popular culture dance traditions. L. {A} WI 4 credits

Susan Waltner

M W 1–2:30 p.m.

171b Dance in the 20th Century

A repetition of 171a. {A} 4 credits

At MHC (Flachs)

241a Scientific Foundations of Dance

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Enrollment limited to 20. {A} 4 credits

At UM (Watkins)

342b Scientific Foundations of Dance II

A continuation of the scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Prerequisite: 241 or permission of the instructor. Required of all graduate students in dance. L. {A} 4 credits

At UM (Watkins)

[267b Dance in the Community]

Dance in the Community will train students to extend the cultural power of dance to grassroots situations and make it an important part of people's lives. Students will learn theories and techniques for using movement as a tool of communication. These skills will be taken into various community centers on campus, as well as in surrounding areas. Strong background in dance not required. Enrollment limited to 12. (E) {A} 4 credits

272a Dance and Culture

Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior and to the many dimensions of its cultural practice—social, religious, political and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. (A prerequisite for Dance 375, Anthropology of Dance.) L. {A} 4 credits

At HC (Lowell)

272b Dance and Culture

A repetition of 272a. L. {A} 4 credits
Yvonne Daniel
 T Th 10:30 a.m.—noon

273b History of Dance: Issues in Dance History

From dance's earliest beginnings in all human societies through its evolution to the experimentation of today's choreographers, the history of dance is multifaceted and multicultural. The purpose of this course is to engage in specialized inquiry of issues in dance history. Topics will change from semester to semester, based on the expertise and special interest of the instructor. (E) {A} 4 credits

At UM (Brown), Topic: Renaissance and Baroque

285b Laban Movement Analysis I

Laban Movement Analysis is a system used to describe and record quantitative and qualitative aspects of human movement. Through study and physical exploration of concepts and principles involved in body articulation, spatial organization, dynamic exertion of energy and modes of shape change, students will examine their own movement patterns and preferences. This creates the potential for expanding personal repertoire and developing skills in observation and analysis of the movement of others.

At HC (Nordstrom)

287a Analysis of Rhythm from a Dancer's Perspective

This course is the study of music from a dancer's perspective. Topics include musical notation, rhythmic dictation, construction of rhythm and elements of composition. Dancers choreograph to specific compositional forms, develop both communication between dancer and musician and music listening skills. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. {A} 4 credits

At MHC (Jones); UM (Ascenzo)

[287b Analysis of Rhythm from a Dancer's Perspective]

Same description as 287a. To be offered in 1998–99. {A} 4 credits

375a The Anthropology of Dance

This course is a cross-cultural examination of dance in the history of anthropology. Comparative studies from Australia, Africa, Indonesia, Europe, the circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Research methods are examined and practiced in short-term projects. Through dancing also, students are exposed to values that are embodied in dance movement. Prerequisite: 272. {A} 4 credits

Yvonne Daniel

T Th 10:30 a.m.—noon

377a Advanced Studies in History and Aesthetics

Topic for 1997–98: Dance Repertory. {A} 4 credits

To be announced

T Th 3–4:30 p.m.

377b Advanced Studies in History and Aesthetics

Topic for 1997–98: to be announced. L. {A} 4 credits

To be arranged

400a Special Studies

For qualified juniors and seniors. A four-credit Special Studies is required of senior majors. Admission by permission of the instructor and the

chair of the department. Departmental permission forms required. **{A}** 1 to 4 credits

400b Special Studies

{A} 1 to 4 credits

Production Courses

200a Dance Production

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production-related responsibilities, including performance, choreography and stage crew. May be taken four times for credit, with a maximum of two credits per semester. Orientation meeting to be arranged. **{A}** 1 credit

Rodger Blum

To be arranged

200b Dance Production

A repetition of 200a. Orientation meeting to be arranged. **{A}** 1 credit

Susan Waltner

To be arranged

Studio Courses

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors and juniors. Normally, students must take these two-credit courses in addition to a full course load. Studio courses may also require outside reading, video and film viewings, and/or concert attendance. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks. Students may repeat studio courses two times for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule, available from the Smith dance office.

Repetition of studio courses for credit: The Five College Dance Department faculty strongly recommends that students in the Five Colleges be allowed to take any one level of dance technique

up to three times for credit, and more with the permission of the academic adviser.

217a Contact Improvisation

A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 20. (E) **{A}** 2 credits
At HC (Wolfzahn)

217b Contact Improvisation

A repetition of 217a. Enrollment limited to 20. (E) **{A}** 2 credits
At HC (to be announced)

218a Floor Barre Movement Technique

This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. **{A}** 2 credits
Rodger Blum

T Th 9–10:20 a.m.

[249b The Mindful Body: Resources for Performing and Visual Artists]

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theater and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: one year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. Cannot be repeated for credit. To be offered in 1998–99. **{A}** 2 credits

Techniques

MODERN

Introductory through advanced study of modern dance techniques. Central topics include refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new

vocabularies and phrasing styles and encouraging individual investigation and embodiment of movement material.

113a Modern Dance I

L. {A} 2 credits

Brenda Divelbliss

Sec. I: M W 2:30–4 p.m.

Sara Rabadoux

Sec. II: M W 1–2:30 p.m.

HC (Nordstrom); MHC (Freedman); UM (Watkins)

113b Modern Dance I

A repetition of 113a. L. {A} 2 credits

Jennifer Kayle

T Th 9–10:20 a.m.

114a Modern Dance II

For students who have taken Modern Dance I or the equivalent. L. {A} 2 credits

At UM (non-majors) (Rabadoux)

114b Modern Dance II

A repetition of 114a. L. {A} 2 credits

Sara Rabadoux

M W 1–2:30 p.m.

HC (Nordstrom); MHC (Freedman); UM (Watkins)

215a Modern Dance III

Prerequisite: 113a or b and a minimum of one year of modern dance study. L. {A} 2 credits

Amie Dowling

M W 9–10:30 a.m.

MHC (Freedman); UM (Freedman)

[215b Modern Dance III]

A repetition of 215a. L. {A} 2 credits

[216a Modern Dance IV]

Permission/audition. Prerequisite: 215a or b. L. {A} 2 credits

216b Modern Dance IV

A repetition of 216a. L. {A} 2 credits

Amie Dowling

M W 9–10:30 a.m.

MHC (Freedman); UM (TBA); HC (special four-credit seminar, Embodiment and Interpretation)

317a Modern Dance V

By audition/permission only. Prerequisite: 216a or b. L and P. {A} 2 credits

To be announced

T Th 1–2:30 p.m.

318b Modern Dance VI

Audition required. Prerequisite: 317a or b. L and P. {A} 2 credits

To be announced

T Th 1–2:30 p.m.

MHC (Freedman)

BALLET

Introductory through advanced study of the principles and vocabularies of classical ballet. Class is composed of three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

120a Ballet I

L. {A} 2 credits

Jeremy Lindberg

M W 9–10:30 a.m.

MHC (Flachs); UM (Lipitz)

120b Ballet I

A repetition of 120a. L. {A} 2 credits

Megan Bonneau

M W 9–10:30 a.m.

121a Ballet II

For students who have taken Ballet I or the equivalent. L. {A} 2 credits

Megan Bonneau

M W 10:30 a.m.–noon

121b Ballet II

A repetition of 121a. L. {A} 2 credits

Jeremy Lindberg

T Th 10:30 a.m.–noon

MHC (guest artist); UM (Lipitz)

222a Ballet III

Prerequisite: 121a or b or permission of the instructor. L. {A} 2 credits

Sec. I: *Rodger Blum*

M W 1–2:30 p.m.

Sec. II: Emphasis on pointe work

Heather Clark

M W 2:30–4 p.m.

MHC (Flachs); UM (Lipitz)

[222b Ballet III]

A repetition of 222a. L. {A} 2 credits

223b Ballet IV

L. {A} 2 credits

To be announced

T Th 1–2:30 p.m.

MHC (guest artist); UM (Lipitz)

324a Ballet V

By audition/permission only. L. {A} 2 credits

Rodger Blum

T Th 1–2:30 p.m.

325b Ballet VI

By audition/permission only. L. {A} 2 credits

To be announced

M W 1–2:30 p.m.

MHC (Flachs); UM (TBA)

[326b Ballet Variations]

A study of solo and group variations from the classical ballet repertory. Variations will be taught from ballets such as *The Sleeping Beauty* and *Giselle*. Students must be proficient at pointe work. L and P. (E) {A}

JAZZ

Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations, and the refinement of performance style.

130a Jazz I

L. {A} 2 credits

Jennifer Kayle

Sec. I: T Th 3–4:30 p.m.

Kathleen Ridlon

Sec. II: M W 1–2:30 p.m.

130b Jazz I

A repetition of 130a. L. {A} 2 credits

Brenda Divelbliss

M W 2:30–4 p.m.

[131a Jazz II]

For students who have taken Jazz I or the equivalent. L. {A} 2 credits

131b Jazz II

A repetition of 131a. L. {A} 2 credits

Kathleen Ridlon

M W 1–2:30 p.m.

UM (Brown)

232a Jazz III

Further examination of jazz dance principles. L.

{A} 2 credits

Kathleen Ridlon

M W 10:30 a.m.–noon

UM (Brown)

[232b Jazz III]

A repetition of 232a. L. {A} 2 credits

233b Jazz IV

Emphasis on extended movement phrases, complex musicality and development of jazz dance styles. L. By audition/permission only. {A} 2 credits

To be announced

T Th 1–2:30 p.m.

MHC (Hawkins); UM (TBA)

334a Jazz V

Advanced principles of jazz dancing. L. By audition/permission only. {A} 2 credits

At UM (Brown)

[334b Jazz V]

A repetition of 334a. L. {A} 2 credits

335b Jazz VI

Advanced principles of jazz dancing. L. By audition/permission only. {A} 2 credits

At UM (Hawkins)

CULTURAL DANCE FORMS I & II

Cultural Dance Forms presents differing dance traditions from specific geographical regions *or* distinct movement forms that are based on the fusion of two or more cultural histories. The forms include social, concert, theatrical and ritual dance and are framed in the cultural context of the identified dance form. These courses vary in beginning, intermediate and advanced levels of technique and focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style, ensemble and solo performance when applicable. Some classes include repertory performance and therefore vary in credits.

142a A. West African Dance

This course introduces African dance, music and song as a traditional mode of expression in various African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. L. {A}
2 credits

At MHC (Middleton)

142b A. West African Dance

A repetition of 142a. A. L. {A} 2 credits

At UM (Middleton)

142a B. Comparative Caribbean Dance I

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dances. Enrollment limited to 30. {A}
2 credits

At UM (Daniel)

142b B. Comparative Caribbean Dance

A repetition of 142a. Enrollment limited to 30. {A}

Yvonne Daniel

M 7–10 p.m.

MHC (Daniel)

[142a C. Cuban Dance]

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sa-

cred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. L. {A}

[142b C. Cuban Dance Forms]

A repetition of 142a C. L. {A}

[142a D. Haitian Dance]

This course is designed to train students in African-derived movement and to place specific dances in their Haitian context. The course focuses on strength, flexibility and endurance, but also includes mini-lectures, reading, discussion and video presentations. Students are encouraged to perform in studio and/or concert settings. Enrollment is limited according to barre space and safety within each dance studio. This course can be used to fulfill the prerequisite for DAN 243, sections B or D. {A} 2 credits

142b D. Haitian Dance

A repetition of 142a D. {A}

To be arranged

142a E. Introduction to Flamenco Dance

Techniques of Flamenco dance including rhythm, footwork and hand clapping, arm and body movement and understanding of Flamenco singing. Character shoes or similar footwear required; women should wear knee-length or mid-calf-length skirts. Open to all levels of experience. L. {A} 2 credits

Clara Mora

T Th 9–10:20 a.m.

142a F. Javanese Dance

Instruction in the classical dance of central Java. The course begins with the basic movement vocabulary and proceeds to the study of dance repertoires. At the end of the semester an informal recital will be arranged with the accompaniment of live gamelan music. Emphasis is on the female style. Enrollment limited to 12. {A} 2 credits

Urip Sri Maeny Sumarsam

W 7–10 p.m.

142b F. Javanese Dance Forms

A repetition of 142a F. Enrollment limited to 12. L.

{A}

Urip Sri Maeny Sumarsam

W 7–10 p.m.

[42b G. Middle Eastern Dance]**243 Cultural Dance Forms II**

L. **{A}** 2 credits

[243a A. West African II]**243b A. West African II**

At MHC (Middleton)

243a B. Comparative Caribbean Dance II

L. **{A}** 2 credits

Yvonne Daniel

M 7–10 p.m.

The Major

Advisers: Susan Waltner, Rodger Blum, Yvonne Daniel.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and anthropology, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level.

Requirements:

1. 171 and 272
2. 241
3. 285 or 287
4. 151, 200 (two credits) and 252
5. five courses in dance technique. No more than four courses in a single idiom will be counted toward the major. At least two semesters must

be at the advanced level. Technique courses may be repeated for credit no more than twice.

6. Dance 400 (four credits) must be taken in the senior year.
7. two courses from the following: 353, 377, 375, 342, 400

The Minor

Advisers: Members of the Smith College Department of Dance.

Requirements: Three core courses that provide experience in three areas of dance plus two additional elective courses so that students may emphasize their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171 and two studio classes (each worth two credits). The elective courses may be chosen from 241, 252, 272, 273, 285, 287, 353 and 375. One of the elective courses may consist of one studio course plus two credits of dance production (200). It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

Studio courses: Studio courses receive two credits. Pre-registration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full-course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

Studio Courses:

- 142 Cultural Dance Forms
 - A. West African
 - B. Comparative Caribbean Dance
 - C. [Cuban]
 - D. Haitian Dance
 - E. Introduction to Flamenco Dance
 - F. Javanese
 - G. [Middle Eastern Dance]

- 243 A. West African II
- B. Comparative Caribbean Dance II
- 113 Modern Dance I
- 114 Modern Dance II
- 215 Modern Dance III
- 216 Modern Dance IV
- 317 Modern Dance V
- 318 Modern Dance VI
- 120 Ballet I
- 121 Ballet II
- 222 Ballet III
- 223 Ballet IV
- 324 Ballet V
- 325 Ballet VI
- 130 Jazz I
- 131 Jazz II
- 232 Jazz III
- 233 Jazz IV
- 334 Jazz V
- 335 Jazz VI

Honors

430d Thesis
8 credits

431a Thesis
8 credits

Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Department of Dance office and the Five College Dance Department office.

Adviser: Yvonne Daniel.

Graduate: M.F.A. Program

Adviser: Susan Waltner.

"P" indicates that permission of the instructor is required.

510a Theory and Practice of Dance IA

Studio work in dance technique, including modern, ballet, tap, ethnic and jazz. Eight to 10 hours of studio work. P. 4 credits

Susan Waltner

F 10 a.m.–noon

510b Theory and Practice of Dance IB

Studio work in dance technique. Prerequisite:

510a. P. 4 credits

Susan Waltner

F 9–10:15 a.m.

520a Theory and Practice of Dance IIA

Studio work in dance technique. Prerequisites:

510a and b. P. 4 credits

Susan Waltner

F 10 a.m.–noon

520b Theory and Practice of Dance IIB

Studio work in dance technique. Prerequisites:

510a and b, 520a. P. 4 credits

Susan Waltner

F 9–10:15 a.m.

521b Choreography as a Creative Process

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography.

Prerequisite: two semesters of choreography.

4 credits

Susan Waltner

M W F 10:30 a.m.–noon

[540a History and Literature of Dance]

Emphasis will include in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. 4 credits

[553b Choreography and Music]

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory and permission of instructor. 4 credits

560a Scientific Principles in the Teaching of Dance

This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation, and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Class work includes lectures, experiential application and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent. **{A}** 4 credits

Rodger Blum, Susan Waltner, Andrea Watkins
T Th 10:30 a.m.—noon

590a Research and Thesis

Production project. 4 credits

590b Research and Thesis

4 credits

591a Special Studies

4 credits

591b Special Studies

4 credits

Other Five College Dance Department Courses

Fall 1997

TECHNIQUE

(2 credits)

Dance 137 Intermediate Tap Dance—MHC (Raff)

TECHNIQUE AND REPERTORY

(4 credits at AC, HC, MHC and SC; 3 credits at UM)

UM Dance 195R Classical Indian Dance I—HC (Devi)

UM Dance 295R Classical Indian Dance II—UM (Devi)

TECHNIQUE AND THEORY

(4 credits at AC, HC, MHC and SC; 3 credits at UM)

Dance 153 Introduction to Dance—MHC (Coleman)

THEORY

(4 credits at AC, HC, MHC and SC; 3 credits at UM)

HA 153 Dance as an Art Form—HC (Nordstrom)

Dance 299 S Dance Pedagogy—UM (Schwartz)

Dance 365 Dance Production—UM (Van Dyke)

Spring 1998

TECHNIQUE

(2 credits)

Dance 142 H Butoh Dance (Metaphor and Movement)—MHC (Fleming)

TECHNIQUE AND REPERTORY

(4 credits at AC, HC, MHC and SC; 3 credits at UM)

UM Dance 195R Classical Indian Dance I—UM (Devi)

UM Dance 295R Classical Indian Dance II—UM (Devi)

TECHNIQUE AND THEORY

(4 credits at AC, HC, MHC and SC; 3 credits at UM)

HA 217 Embodiment and Interpretation—HC (Lowell)

THEORY

(4 credits at AC, HC, MHC and SC; 3 credits at UM)

Dance 155 Ballet Pedagogy—MHC (Flachs)

HA 209 Modern Dance Repertory—HC (also includes J-term session; Lowell)

East Asian Languages and Literatures

Associate Professor

Thomas Rohlich, Ph.D., *Chair*

Assistant Professors

**Maki Hirano Hubbard, Ph.D.

*Christopher Lupke, Ph.D.

Paula M. Varsano, Ph.D.

Lecturers

Hongchu Fu, Ph.D.

Jinhee Kim, Ph.D.

Hyaeweol Choi, Ph.D.

Tong Shen

Megumi Oyama, M.A.

²Sachiko Sakai, B.A.

Teaching Assistant

Min Pan, M.A.

[Courses in brackets will not be offered during the current year.]

Courses in brackets are expected to be offered within the next three years.

Courses in English

EAL 100a The Literary Traditions of East

Asia: China, Japan and Korea

An introduction to the classics of East Asian literature from pre-modern times to the present. This course examines canon formation, traditional aesthetics and the historical, religious and philosophical groundings of the literary traditions. Texts to be read include selections from great works of poetry, prose and drama from China, Japan and Korea. All readings are in English translation. {L} 4 credits

Thomas Rohlich

M W F 2:40–4 p.m.

EAL 231a The Culture of the Lyric in Traditional China

This course surveys the canon of Chinese literature from the *Classic of Poetry* (*shi jing*) to *The Story of the Stone* (*Hong lou meng*), focusing on the cultural suppositions that govern the composition and reception of Chinese poetry. Texts will include shaman's hymns, pop songs, drinking songs, ballads, philosophical ditties, praise and nature po-

etry and opera librettos. We will investigate the intellectual milieu in which poetry circulated, considering such issues as the relation between poetry and autobiography, the interest of elites in collecting popular song and the development of feminine voices both simulated and genuine. No knowledge of Chinese language or literature is required. All readings are in English translation. (E) {L} 4 credits

Paula Varsano

T Th 1–2:50 p.m.

EAL 232b Modern Chinese Literature

Twentieth-century China has undergone profound social, cultural and political changes that have challenged centuries of Confucian tradition and institutions. In this course we will explore issues such as the critique of this tradition, the influence of Western values, the construction of gender and the relationship between the educated elite and the peasantry. Readings include selections from the late Qing Dynasty to the present, covering works of the May Fourth Era, the Maoist period, writings from Taiwan and contemporary literature of the PRC. All readings are in English translation. {L} 4 credits

Christopher Lupke

T Th 9–10:20 a.m.

EAL 233b The Chinese Literary Tradition: The Evolution of Chinese Fiction

This is a survey course tracing the evolution of Chinese fiction from its beginning period in Pre-Qin dynasty up to the Qing (200 B.C.–9 C.). Texts to be examined include supernatural stories of the Six dynasties, the *chuanqi* stories of the Tang, the 17th-century vernacular tales and the novels of the Qing dynasty. The goal of the course is two-fold: to explore various literary themes and writing styles of Chinese fiction in its social and historical context, and to cultivate a critical sensitivity toward Chinese literature through frequent discussions and writing. All readings are in English translation. **{L}** 4 credits

Hongchu Fu

M W 1:10–2:30 p.m.

EAL 235b Mimesis, Metaphor and Ineffability: How Poems Mean in China and the West

“Words do not convey meaning”—a dictum as valid for Confucians as it was for Taoists and Buddhists. How, then, did poetry maintain its status as the most respected form of artistic expression in China for at least 3,000 years? Through a comparative study of poetic theory and practice in traditional Chinese and European literatures, students will hone their ability to read poetry across cultures by considering the following questions: What are the myths of poetic creation, and how do they reflect and influence the reading, writing and criticism of poetry over time? How do these cultures construct the link between words and meaning? What constitutes a “good” poem in East and West, and do those qualities survive translation? (E) **{L}** 4 credits

Paula Varsano

T Th 10:30–11:50 a.m.

EAL 240a Japanese Language and Culture

The study of Japanese at the socio-cultural and structural level through comparative analyses with English. Major topics of discussion will include structural analyses, ethnomethodology, pragmatics and language use in society (i.e., communication, sexism, stereotypes, kinship, etc.). Basic knowledge of Japanese is desirable. All readings are in English translation. **{S}** 4 credits

Maki Hubbard

T Th 3–4:50 p.m.

[EAL 241a Traditional Japanese Literature in Translation]

A survey in translation of Japanese literature from the earliest times up to the 19th century. Readings will consist of poetry, prose and drama, including such works as *The Tale of Genji*, prose essays by Buddhist monks, *waka* poetry of the court, the *Noh* and *Bunraku* theater and other enduring works of the Japanese literary tradition. All readings are in English translation. **{L}** 4 credits

EAL 242b Modern Japanese Literature

Selected readings in translation of Japanese literature from the Meiji period to the present. In the past 125 years Japan has undergone tremendous change: rapid industrialization, imperialistic (mis)adventures, defeat and ruin during the Great Pacific War and rapid resurgence as an economic power. The literature of modern Japan gives voice to the many contradictions and conflicts that are concomitant with these changes. We will read a wide selection of works by a variety of authors (Natsume Soseki, Higuchi Ichiyo, Tanizaki, Kawabata, Mishima, Oe, modern women writers and others), examining both the formal characteristics of the texts and the ways in which they reflect the lives and times of the authors. All readings are in English translation. **{L}** 4 credits

Thomas Roblich

T Th 10:30–11:50 a.m.

EAL 251a Modern Korean Literature

Introduces Korean women writers of the 20th century, representing the three historical periods of the Japanese Occupation, the Post-war Era and the Economic Recovery. Examines various thematic concerns explored by female writers. Investigates the dynamics of interpersonal relationships—romance, marriage, family, friendship, etc.—along with the changes in political, economic and social structures. All readings are in English translation. **{L}** 4 credits

Jimbee Kim

M W 1:10–2:30 p.m.

EAL 252b The Korean Literary Tradition

Topic for 1997–98: Representations of Women in Pre-Modern Korea. In this course we will inquire into the representations of women in Korean society from the earliest times through the 19th century. Using various texts, myths, poetry, fiction,

non-fiction and (auto)biography, we will examine the cultural factors that have influenced the formation of images of women in different historical epochs. Topics will include issues such as textual representations of women; the image and status of women in a patriarchal society; and the impact of various belief systems on women's lives as reflected in literary and historical texts. All readings in English translation. (E) {L} 4 credits

Hyaeweol Choi

T Th 1–2:20 p.m.

EAL 261b Major Themes in Literature: East-West Perspectives

Introduces East Asian literature through comparative perspectives. This year emphasis will be placed on death. Korean texts by Hwang Sun-wôn, O Chông-hui, Chang-rae Lee, Chi-wôn Kim and Sôk-kyông Kang will be examined along with texts selected from across national and cultural boundaries, including Thomas Mann, James Joyce, Henrik Ibsen and Velina Houston. Close examination of differences and similarities in the conception and representation of death. All readings are in English translation. {L} 4 credits

Jinbee Kim

M W 1:10–2:30 p.m.

[EAL 360a Seminar: Topics on East Asian Literatures]

{L} 4 credits

EAL 360b Seminar: Topics on East Asian Literatures

{L} 4 credits

A. Chinese Literature and the Diaspora

How do writers deal with exile? How do they write the experience of being cast abroad? This course investigates the attempt by writers to come to terms with a fractured Chinese nation, to express the predicament of political and geographical isolation and to construct alternative, regionalist images of nationalism. Texts may include Qian Zhongshu's *Fortress Besieged*, Bai Xianying's *Tales of Taipei Characters*, Wang Zhenhe's *Rose, Rose, I Love You*, Mo Yan's *Red Sorghum* and the poetry of Bei Dao, Zheng Chouyu and others. Some knowledge of Chinese language or literature is helpful but not required. All readings in English translation. {L}

Christopher Lupke

T 1–4 p.m.

B. The Tale of Genji and Its Legacy

The seminar will begin with a reading and study of *The Tale of the Genji*, one of the greatest works of Japanese literature. We will look at the cultural and societal milieu of the author, as well as the textual features that mark it as an icon of Japanese culture today. In the second part of the course we will look at ways in which the *Genji* is (re)presented in later texts—Noh plays, Edo parodies and modern short stories and novels—as a way of examining both the question of influence and the role that the *Genji* plays in the literature of later generations. All readings are in English translation. {L}

Thomas Roblich

W 1:10–4 p.m.

East Asian Language Courses

Credit is not granted for the first semester only of an introductory language course. The S/U option is not normally allowed for the 110d, 120d and 220d courses.

Chinese Language

CHI 110d Chinese I (Intensive)

An introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structure and some 700 Chinese characters. Emphasis on development of oral/aural proficiency as well as acquisition of skills in reading and writing Chinese characters. This course is designed for students with no background in Chinese. {F} 12 credits

Hongchu Fu

M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

CHI 120d Low Intermediate Chinese I

This course is designed for students who have some previous background in Chinese but do not qualify for CHI 220d. Review of basic grammar, refinement of pronunciation, development of reading and writing skills, and introduction to Chinese culture through the use of audiovisual materials. Permission of the instructor required.

{F} 8 credits

To be announced

M W F 9–9:50 a.m., Th 1–2:50 p.m.

CHI 220d Chinese II

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments and work with audiovisual materials. Prerequisite: 110d. **{F}** 8 credits

Fall: *Hongchu Fu*, M W F 11 a.m.–12:10 p.m.

Spring: *To be announced*, M W F 2:40–3:50 p.m.

CHI 301a Chinese III

Advanced study of grammatical structure of Chinese and readings in modern literary Chinese materials, supplemented by audiovisual materials.

Prerequisite: 220d or the equivalent. **{F}** 4 credits

Paula Varsano

M W F 11 a.m.–12:10 p.m.

CHI 302b Chinese III

A continuation of 301a. Includes introduction to newspaper Chinese and expository composition.

Prerequisite: 301a. **{F}** 4 credits

Paula Varsano

M W F 11 a.m.–12:10 p.m.

[CHI 350b Advanced Readings in Chinese Literature]

{L/F} 4 credits

Japanese Language

JPN 110d Japanese I (Intensive)

An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, three writing systems, including Kanji. Designed for students with no background in Japanese. **{F}** 12 credits

Fall: *Maki Hubbard*; Spring: *Megumi Oyama*

Sec. I: M 9–9:50 a.m., T Th 9–10:20 a.m.

Sec. II: M 10–10:50 a.m., T Th 10:30–11:50 a.m.

Drills (enrollment limited to 12 per section): Sec. 1: W F 9–9:50 a.m.; Sec. 2: W F 10–10:50 a.m.;

Sec. 3: W F 11–11:50 a.m.

JPN 220d Japanese II

Course focuses on further development of oral proficiency, along with reading and writing skills. Students will attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 110d or the equivalent. **{F}** 8 credits

Fall Sec. I: *Sachiko Sakai*, M W F 11 a.m.–12:10 p.m.

Sec. II: *Megumi Oyama*, M W F 11 a.m.–12:10 p.m.

Spring: *Megumi Oyama*, M W F 11 a.m.–12:10 p.m.

JPN 301a Japanese III

Development of advanced proficiency in speech and reading through study of varied prose pieces and audiovisual materials. Prerequisite: 220d or the equivalent. **{F}** 4 credits

Megumi Oyama

M W F 1:10–2:20 p.m.

JPN 302b Japanese III

A continuation of 301a. Prerequisite: 301a or the equivalent. **{F}** 4 credits

Megumi Oyama

M W F 1:10–2:20 p.m.

JPN 350a Contemporary Texts

Study of selected contemporary texts including literature and journalism from print and electronic media. Focus will be on developing reading and discussion skills in Japanese using original materials and on understanding various aspects of modern Japan through its contemporary texts.

Prerequisite: JPN 302 or permission of the instructor. **{F}** 4 credits

Thomas Roblich

T Th 10:30–11:50 p.m.

Korean Language

KOR 110d Korean I (Intensive)

An introduction to spoken and written Korean. Emphasis on oral proficiency and on the acquisition of reading and writing skills. This course is designed for students with little or no background in Korean. Enrollment limited to 15. **{F}** 12 credits

Jinbee Kim

M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

KOR 120d Low Intermediate Korean I

This course is an alternative to KOR 110d designed for students with some Korean language background whose proficiency is not yet at the level of KOR 220d. Emphases are placed on reading and writing skills and review of basic grammar. Permission of the instructor required. {F} 8 credits
Hyaeweol Choi
 M W F 1:10–2:20 p.m.

KOR 220d Korean II

A continuation of KOR 110d. The course places equal emphasis on oral proficiency, grammar and reading and writing skills. Social and cultural topics are presented in the context of learning the language. Basic Chinese characters are introduced. Prerequisite: 110d or the equivalent. Enrollment limited to 15. {F} 8 credits
Hyaeweol Choi
 M W F 2:40–3:50 p.m.

KOR 301a Korean III

Continued development of reading, writing and grammatical skills through prose selections presented in Korean letters and in mixed script (Hangûl orthography and Chinese characters). Prerequisite: 220d or the equivalent. {F} 4 credits
To be announced
 M W F 11 a.m.–12:10 p.m.

KOR 302b Korean III

A continuation of 301a. Prerequisite: 301a or the equivalent. {F} 4 credits
To be announced
 M W F 11 a.m.–12:10 p.m.

EAL 400a Special Studies

For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature. 2 to 4 credits

EAL 400b Special Studies

2 to 4 credits

The Major

Prerequisites: The first year of Chinese (CHI 110d or 120d), Japanese (JPN 110d) or Korean (KOR 110d or 120d) is a prerequisite for admission to the major. A language placement test is

required prior to registration for students who have previously studied the language. East Asian related courses in other departments and CLIT 300a (Contemporary Literary Theory) are strongly recommended for students preparing for the major in East Asian languages and literatures.

Advisers: Members of the Department.

Requirements: A total of 11 courses (44 credits), no more than five of which shall be taken in other institutions, such as Five Colleges, Junior Year Abroad programs or summer programs. Students should consult their advisers prior to taking such courses. S/U grading options are not allowed for courses counting toward the major. Students are expected to concentrate in one of the languages the department offers. Native speakers of a language are encouraged to take another language.

1. Basis: Three courses (12 credits)

- a. EAL 100 (The Literary Tradition of East Asia: China, Japan and Korea [in English translation]) (one course);
- b. Second-year language courses: JPN 220d, CHI 220d or KOR 220d (two courses);

2. Third-year language courses (8 credits):

JPN 301 and 302, CHI 301 and 302, or KOR 301 and 302 (two courses). Students whose proficiency places them beyond the third year should substitute advanced language or literature courses for this requirement.

3. Six additional courses (24 credits) from the

following, at least three of which must be EAL courses (taught in English) including one 200-level literature course in the student's chosen concentration and one seminar. In certain cases, students may enroll in a colloquium or a 200-level literature course for seminar credit with permission of the instructor.

Advanced Language Courses:

Fourth-year language courses (1997–98: JPN 350)
 Classical language courses (not offered 1997–98)

Courses taught in English:

EAL 231 The Culture of the Lyric in
 Traditional China

[EAL 232	Modern Chinese Literature]
EAL 233	The Chinese Literary Tradition (topic course)
EAL 235	Mimesis, Metaphor and Ineffability
EAL 240	Japanese Language and Culture
[EAL 241	Traditional Japanese Literature]
EAL 242	Modern Japanese Literature
EAL 251	Modern Korean Literature
EAL 252	The Korean Literary Tradition (topic course)
EAL 261	Major Themes in Literature: East-West Perspectives
[EAL 360	Seminar: Topics in East Asian Literatures]
[CLT 208	Postcolonial Theory, Film and Literature]
[CLT 260	Modern Japanese Novels and the West]

Honors

Director: Thomas Rohlich

430d Thesis
8 credits

431a Thesis
8 credits

Requirements: same as for the EAL major plus the thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431a).

The Minor

Advisers: Members of the Department.

The course requirements are designed so that a student will concentrate on one of the East Asian languages but will have the option of being exposed to the other courses in the department.

Requirements: The first year of Chinese (CHI 110d or CHI 120d), Japanese (JPN 110d) or Korean (KOR 110d or KOR 120d) is a prerequisite

for admission. The minor will consist of a total of six courses (24 credits) in the following distribution:

1. Chinese II (CHI 220d), Japanese II (JPN 220d), or Korean II (KOR 220d).
2. Four courses, at least two of which must be EAL courses, chosen from the following:

EAL 100a	The Literary Traditions of East Asia: China, Japan and Korea
EAL 231a	The Culture of the Lyric in Traditional China
EAL 232b	Modern Chinese Literature
EAL 233b	The Chinese Literary Tradition: The Evolution of Chinese Fiction
EAL 240a	Japanese Language and Culture
[EAL 241a	Traditional Japanese Literature]
EAL 242b	Modern Japanese Literature
EAL 251a	Modern Korean Literature
EAL 261b	Major Themes in Literature: East-West Perspectives
[EAL 360a	Seminar: Topics on East Asian Literatures]
[EAL 360b	Seminar: Topics on East Asian Literatures]
EAL 400a/b	Special Studies
[CLT 208b	Postcolonial Theory, Film and Literature]
[CLT 260a	Modern Japanese Novels and the West]
CHI 301a	Chinese III
CHI 302b	Chinese III (a continuation of 301a)
[CHI 350b	Advanced Readings in Chinese Literature]
JPN 301a	Japanese III
JPN 302b	Japanese III (a continuation of 301a)
JPN 350a	Contemporary Texts
KOR 301a	Korean III
KOR 302b	Korean III (a continuation of 301a)

In addition to the courses offered at Smith, courses offered at the other four colleges and in junior year abroad programs may be taken for credit toward the requirement, with the restriction that the number of courses taken away from Smith toward the minor be limited to three. Students planning on spending the junior year abroad should consult the department concerning the list of courses to be credited toward the minor and must seek final approval for the courses upon their return.

East Asian Studies

East Asian Studies Advisory Committee

Daniel K. Gardner, Professor of History

****Marilyn Rhie**, Professor of Art and of East Asian Studies

Taitetsu Unno, Professor of Religion and of East Asian Studies, *Director of the Program in East Asian Studies (Spring)*

****Dennis Yasutomo**, Professor of Government, *Director of the Program in East Asian Studies (Fall)*

Thomas Rohlich, Associate Professor of East Asian Languages and Literatures

Robert Eskildsen, Assistant Professor of History

Participating Faculty

Hyaewool Choi, Lecturer in East Asian Languages and Literatures

Hongchu Fu, Lecturer in East Asian Languages and Literatures

Steven M. Goldstein, Professor of Government

Jamie Hubbard, Yehan Numata Lecturer in Buddhist Studies

****Maki Hirano Hubbard**, Assistant Professor of East Asian Languages and Literatures

Jinhee Kim, Lecturer in East Asian Languages and Literatures

***Christopher Lupke**, Assistant Professor of East Asian Languages and Literatures

[Courses in brackets will not be offered during the current year.]

HST 218a (C) Thought and Art in China

Topic for 1997–98: Confucian and Taoist Thought and Art in China. A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. Open to first-year students by permission of the instructors only. {H/A} 4 credits
Daniel Gardner, Marilyn Rhie (Art and East Asian Studies)

T 1–4 p.m.

HST 220a (L) Japan from Ancient Times to the 18th Century

Japanese history from its prehistoric beginnings to the Tokugawa period, focusing on politics, society and culture. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance and the rise of the commoner class. {H} 4 credits

Robert Eskildsen

M W F 11 a.m.–12:10 p.m.

HST 221b (L) Modern Japan

A survey of 19th- and 20-century Japanese history. Topics include social and economic change in the late Tokugawa period, the arrival of European imperialists, the Meiji Restoration, Japanese impe-

rialism and war, the birth of mass culture, world war, postwar recovery and contemporary challenges. {H} 4 credits

Robert Eskildsen

M W 10–10:50 a.m.; dis. F 9–9:50 a.m.; F 10–10:50 a.m.

[HST 222a (L) Aspects of Japanese History]

Topic for 1998–99: Tokugawa Society. An inquiry into Japanese society during the Tokugawa period, from the turbulent formative years of the late 1500s to the challenges and conflicts of the mid-1800s. Topics include views of the foreign world, samurai life, urban life, the aesthetic of leisure, women's life, art and Tokugawa thought. {H} 4 credits

Robert Eskildsen

GOV 228a Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} 4 credits

Dennis Yasutomo

T Th 9–10:20 a.m.

[250b Contemporary Japan]

An introduction to and analysis of Japanese culture and society in the 20th century. While the course will survey Japan's international emergence since the Meiji Restoration (1868), primary emphasis will be placed on developments in post-World War II society, culture and political economy. {S} 4 credits

Dennis Yasutomo

[270b Colloquium in East Asian Studies]

{A/H} 4 credits

Marilyn Rhie

REL 273a Colloquium in East Asian Religions

Topic for 1997-98: Japanese Religion. The development of Japanese religious traditions from their inception to the present day, their relationship to the state, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.). {H} 4 credits

Jamie Hubbard

M W 1:10-2:30 p.m.

[275b Colloquium: Japan-United States Relations]

Analysis of political, economic, cultural and racial roots of U.S.-Japan relations from the 19th century to the present. Emphasis on current mutual perceptions and their potential impact on future bilateral relations. Enrollment limited to 20. {S} 4 credits

Dennis Yasutomo

[279b Colloquium: The Art and Culture of Tibet]

The architecture, painting and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present. {A/H} 4 credits

Marilyn Rhie

HST 292b The 19th-Century Crisis in East Asia

Reactions in China, Korea and Japan to political, diplomatic and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic

and cultural transformation and the birth of Japanese expansionism. {H} 4 credits

Robert Eskildsen

M W 1:10-2:30 p.m.

GOV 348a Seminar in International Politics

Topic for 1997-98: Conflict and Cooperation in Asia. Permission of the instructor required. 4 credits

Dennis Yasutomo

T 1-2:50 p.m.

[GOV 351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan]

Permission of the instructor is required. 4 credits

Dennis Yasutomo

[380b Seminar in East Asian Studies]

Topic: The Art of Central Asia. Study of the art from the oasis centers of the Silk Road from the first to 12th centuries. {H/A} 4 credits

Marilyn Rhie

404a Special Studies

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Minor

Advisers: Robert Eskildsen, Daniel K. Gardner, Maki Hirano Hubbard, Jinhee Kim, Christopher Lupke, Marilyn M. Rhie, Thomas Rohlich, Taitetsu Unno, Dennis Yasutomo.

The interdepartmental minor in East Asian studies is a program of study designed to provide a coherent understanding and basic competence in the major Asian civilizations of China, Japan and Korea. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: The first year of Chinese, Japanese or Korean language (CHI 110d, CHI 120d, JPN 110d, KOR 110d, KOR 120d) is a prerequisite for admission. The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions, in the following areas:

1. Second-year Chinese, Japanese, or Korean language (CHI 220d, JPN 220d, or KOR 220d); and
2. Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
 - I. East Asian art, literature, religion or other humanities;
 - II. East Asian history, government, economics or other social sciences.

Division I

- [ART 222b The Art of China]
 [ART 224b The Art of Japan]
 [ART 375b Studies in Asian Art]
 EAL 100a The Literary Tradition of East Asia: China, Japan and Korea
 EAL 231a The Culture of the Lyric in Traditional China
 EAL 232b Modern Chinese Literature
 EAL 233b The Chinese Literary Tradition: The Evolution of Chinese Fiction
 EAL 261b Major Themes in Literature: East-West Perspectives
 EAL 240a Japanese Language and Culture
 [EAL 241a Traditional Japanese Literature]
 EAL 242b Modern Japanese Literature
 EAL 251a Modern Korean Literature
 EAL 252b The Korean Literary Tradition
 EAL 360b Seminar: Topics on East Asian Literature: *The Tale of the Genji* and Its Legacy
 [EAS 270b Colloquium in East Asian Studies]
 [EAS 279b The Art and Culture of Tibet]
 [EAS 380b Seminar in East Asian Art: The Art of Central Asia]
 HST 218a Thought and Art in China: Confucian and Taoist Thought and Art
 [REL 110b Poetry as Contemplation (Section A)]
 [REL 110b Politics of Enlightenment (Section E)]
 REL 272a Buddhist Thought
 REL 273a Colloquium in East Asian Religions: Japanese Religion
 REL 277a Colloquium: Japanese Aesthetics, Landscapes and Gardens

- REL 279b Colloquium in Buddhist Studies: The Body in Buddhist Practice and Thought
 [REL 282b Readings in Chinese Buddhist Texts]
 REL 372b Problems in Buddhist Philosophy

Division II

- [EAS 250b Contemporary Japan]
 [EAS 275b Colloquium: Japan–United States Relations]
 [EAS 279b The Art and Culture of Tibet]
 GOV 228a The Government and Politics of Japan
 GOV 230b The Government and Politics of China
 GOV 344a Seminar on Foreign Policy of the Chinese People's Republic
 GOV 348a Seminar in International Politics: Conflict and Cooperation in Asia
 GOV 349b Seminar in International Relations and Comparative Politics
 [GOV 351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan]
 HST 211a The Emergence of China
 HST 212b China in Transformation, A.D. 700–1900
 [HST 213b Aspects of Chinese and Japanese History: The Intellectual Foundations of China]
 HST 214b Aspects of Chinese History: Religious Practice in China
 HST 218a Thought and Art in China: Confucian and Taoist Thought and Art
 HST 220a Japan From Ancient Times to the 18th Century
 HST 221b Modern Japan
 [HST 222a Aspects of Japanese History: Tokugawa Society]
 HST 292b The 19th-Century Crisis in East Asia
 [HST 317a Topics in Chinese History]

Additionally, there are opportunities available for junior year study abroad in China under the Duke Study in China Program and in Japan under the Associated Kyoto Program and other programs. Note: Students planning to study away from Smith during their junior year should consult with their adviser about their proposed course of study and upon their return must receive approval from their adviser for the courses taken.

Economics

Professors

**Robert T. Averitt, Ph.D.
 **Frederick Leonard, Ph.D.
 Mark Aldrich, Ph.D.
 Cynthia Taft Morris, Ph.D.
 Andrew Zimbalist, Ph.D.
 Randall Bartlett, Ph.D.
 Robert Buchele, Ph.D.
 Roger T. Kaufman, Ph.D.
 †Karen Pfeifer, Ph.D.

Associate Professors

Charles P. Staelin, Ph.D.
 †Thomas A. Riddell, Ph.D.

Nola Reinhardt, Ph.D., *Chair*
 Elizabeth Savoca, Ph.D.
 **Deborah Haas-Wilson, Ph.D.
 Mahnaz Mahdavi, Ph.D.

Assistant Professors

James Miller, Ph.D., J.D.
 Linda Rudolph, Ph.D.

Lecturer

Cynthia Browning, Ph.D.

Laboratory Instructor

Molly Jahnige Robinson, M.A.

[Courses in brackets will not be offered during the current year.]

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 227 and 280 as well as MTH 111, 112, 211, 212, 225 and 243.

General Courses

123b Cheaper By the Dozen: 12 Economic Ideas for the Nineties

The main objective of this course is to educate the concerned citizen-student in essential economic concepts, using lay English and a modicum of mathematics, by applying them to some of the pressing issues of our day, such as the healthcare and welfare controversies, environmental degradation, income distribution and poverty, and the fiscal deficit, national debt and balanced-budget debates. The course may not be counted toward the major or minor in economics. Open only to junior and senior non-economics ma-

jors. Enrollment limited to 25. (E) {S} 4 credits
Robert Buchele
 M W F 1:10–2:30 p.m.

150a Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, deregulation and poverty. {S} 4 credits
 Sec. 1: M W F 9–9:50 a.m., *Robert Averitt*
 Sec. 2: M W F 1:10–2 p.m., *Robert Averitt*
 Sec. 3: T Th 9–10:20 a.m., *Mark Aldrich*
 Sec. 4: T Th 10:30–11:50 a.m., *Mark Aldrich*
 Sec. 5: T Th 1–2:20 p.m., *James Miller* (with calculus)
 Sec. 6: T Th 3–4:20 p.m., *James Miller*

150b Introductory Microeconomics

A repetition of 150a. {S} 4 credits
 Sec. 1: M W F 11–11:50 a.m., *Frederick Leonard*
 Sec. 2: M W 1:10–2:30 p.m., *Nola Reinhardt*
 Sec. 3: M W F 2:40–3:30 p.m., *Frederick Leonard*
 Sec. 4: T Th 10:30–11:50 a.m., *Linda Rudolph*
 Sec. 5: T Th 1–2:20 p.m., *Linda Rudolph*

153a Introductory Macroeconomics

An examination of current macroeconomic policy issues, including the short- and long-run effects of continued budget deficits, the determinants of economic growth, the causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. **{S}** 4 credits

Sec. 1: M W F 9–9:50 a.m., *Mahnaz Mahdavi*

Sec. 2: M W F 10–10:50 a.m., *Mahnaz Mahdavi*

Sec. 3: M W F 11–11:50 a.m., *Cynthia Browning*

Sec. 4: M W F 1:10–2 p.m., *Cynthia Browning*

Sec. 5: T Th 1–2:20 p.m., *Robert Buchele*

Sec. 6: T Th 3–4:20 p.m., *Robert Buchele*

153b Introductory Macroeconomics

A repetition of 153a. **{S}** 4 credits

Sec. 1: M W F 9–9:50 a.m., *Randall Bartlett*

Sec. 2: M W F 1:10–2 p.m., *Randall Bartlett*

Sec. 3: T Th 9–10:20 a.m., *Roger Kaufman*

Sec. 4: T Th 10:30–11:50 a.m., *Roger Kaufman*

Sec. 5: T Th 1–2:20 p.m., *Andrew Zimbalist*

Sec. 6: T Th 3–4:20 p.m., *Andrew Zimbalist*

190a Introduction to Statistics for Economists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of microcomputers to analyze labor market survey data on the earnings and work experiences of men and women. Prerequisites: 150 and 153 recommended. **{S/M}** 4 credits

Cynthia Browning, Molly Robinson (Social Sciences)

Lec. T Th 9–10:20 a.m.; lab T 1–2:50 p.m.; T 3–4:50 p.m.; W 2:40–4:30 p.m.

190b Introduction to Statistics for Economists

A repetition of 190a. **{S/M}** 4 credits

Andrew Zimbalist, Molly Robinson (Social Sciences)

Lec. T Th 9–10:20 a.m.; lab T 1–2:50 p.m.; T 3–4:50 p.m.; W 1:10–2:30 p.m.

[227a Mathematical Economics]

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems.

Prerequisites: MTH 111, 112, 211, ECO 253 and 250 or permission of the instructor. **{S/M}**

4 credits

[329b The Design of Models in Economic Analysis]

An investigation of computational and evolutionary economics through the construction, use and evaluation of economic models, both abstract and empirically based. Examples focus on microeconomic and macroeconomic simulations of issues relevant to public policy, such as market performance, environmental protection, health care, urban decay and the limits to growth. Techniques include the modeling of complex dynamic systems and genetic algorithms. The emphasis is on hands-on modeling using the computer, although no prior programming experience is required.

Prerequisites: 250, 253, 190 and MTH 111, or permission of the instructor. **{S/M}** 4 credits

Economic Theory

250a Intermediate Microeconomics

Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy and of federal and state policies which influence market choices. Prerequisite: 150. **{S}** 4 credits

Charles Staelin

Lec. M W 1:10–2:30 p.m.; dis. T 1–1:50 p.m.; W 9–9:50 a.m.; W 2:40–3:30 p.m.

250b Intermediate Microeconomics

A repetition of 250a. **{S}** 4 credits

James Miller

Lec. M W 1:10–2:30 p.m.; dis. T 11–11:50 a.m.; T 1:10–2 p.m.; T 3–3:50 p.m.

253a Intermediate Macroeconomics

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153. **{S}** 4 credits

Roger Kaufman

Lec. M W F 11 a.m.–12:10 p.m.; dis. W 2:40–3:30 p.m.; F 10–10:50 a.m.; F 1:10–2 p.m.

253b Intermediate Macroeconomics

A repetition of 253a. **{S}** 4 credits

Elizabeth Savoca

Lec. M W 11 a.m.–12:10 p.m.; dis. T 9–10:20 a.m.; T 10:30–11:50 a.m.; T 1–2:50 p.m.

[256a Marxian Political Economy]

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153. **{S}** 4 credits

[270b History of Economic Thought]

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153. **{H/S}** 4 credits

280a Econometrics

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153 and 190 and MTH 111. **{S/M}** 4 credits

Robert Buchele

Lec. T Th 9–10:20 a.m.; lab F 1:10–2:30 p.m.

321a Seminar: Economics of Organizations

Exploration of the relationships between markets and organizations, including but not limited to business firms. Elements of organization structure as cost minimizing devices. Economic analysis of organizational problems: acquisition and effective use of information, internal and external contracting, motivation and coordination of effort. Evolution

tion of organizations and impacts on efficiency.

Prerequisite: 250. Offered in alternate years. **{S}** 4 credits

Randall Bartlett

Th 3–4:50 p.m.

333b Seminar: Free Market Economics

The structure and institutions of a free market economy; roles of government and philosophical principles underlying the concept of a free market economy; macro- and micro-performance of a free market economy; political-economic approach toward perceived society-wide problems and issues, such as abortion and drug and gun control, in a free market economy. Prerequisite: 250 or 253. **{S}** 4 credits

Frederick Leonard

Th 1–2:50 p.m.

The American Economy

222a Women's Labor and the Economy

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150 and 190. **{S}** 4 credits

Mark Aldrich

T Th 1–2:50 p.m.

224b Environmental Economics

The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. **{S}** 4 credits

Mark Aldrich

T Th 1–2:50 p.m.

[225a Political Economic Analysis]

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200. **{S}** 4 credits

230b Urban Economics

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty and financing local government. Prerequisites: 150 and 153. {S} 4 credits

Randall Bartlett

M W F 11–11:50 a.m.

240a Contemporary Economic Policy Issues

Addresses the economics of education, healthcare, poverty and welfare. Possible computer simulations. Prerequisite: 150. {S} 4 credits

Linda Rudolph

M W 2:40–4 p.m.

243a Economics of the Public Sector

The role of the public sector in economic activity; the importance of public goods and externalities, the implications for resource allocation and income distribution. An examination of expenditure analysis and tax theory. Analytical tools applied to contemporary policy issues, such as public choice, the federal budget deficit and social security. Prerequisite: 250 or permission of the instructor. {S} 4 credits

Linda Rudolph

M W F 10–10:50 a.m.

245b Economics of Corporate Finance

An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Basic concerns and responsibilities of the financial manager and the methods of analysis employed by them are emphasized. This course is designed to offer a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: 190, 250, MTH 111. {S} 4 credits

Mahnaz Mahdavi

T Th 9–10:20 a.m.

[257a Growth and Crisis in the U.S. Economy]

Alternative theories of the dynamics of accumulation, the business cycle and structural crisis and change in a capitalist economy. Compares analyses of the post-1945 U.S. economy from the neoclassical, liberal, post-Keynesian and neo-Marxian perspectives, with focus on determinants of unem-

ployment, price inflation and structural change from 1970 to the present. Prerequisites: 150 and 153. {S} 4 credits

275a Money and Banking

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253. {S} 4 credits

Robert Averitt

M W F 11–11:50 a.m.

285b American Economic History: 1870–1990

Major topics include the economic results of the Civil War for black Americans; the rise of giant industry and the growth of unionism; beginnings of economic regulation; internationalization of the economy; the Great Depression; the New Deal legacy; the post World War II boom and stagnation; Reaganomics. Prerequisites: 150 and 153. {H/S} 4 credits

Mark Aldrich

T Th 3–4:50 p.m.

314a Seminar: Industrial Organization and Antitrust Policy

An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: 250. {S} 4 credits

Deborah Haas-Wilson

T Th 10:30–11:50 a.m.

[315b Seminar: The Economics of Regulation]

Current problems in government regulation of business. Traditional regulation and the more recent "social regulation." Proposals for reform and for deregulation studied from an efficiency and an interest-group perspective. Prerequisite: 250. {S} 4 credits

317a Law and Economics

An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal

law, the Coase theorem and the economics of litigation. We will be studying cases frequently assigned in first-year law school classes. Grades will be based upon a midterm, final and several problem sets. Prerequisite: 250. **{S}** 4 credits

James Miller

M W 1:10–2:30 p.m.

327b Seminar: Economic Methodology

Topic for 1997–98: Economics of the Earth. An economic examination of the problems of sustainable development, species preservation and atmospheric change. Prerequisites: 224 or 250 (the latter required for economics majors using this course to fulfill the seminar requirement). **{S}** 4 credits

Linda Rudolph

T 7:30–9:30 p.m.

331a Seminar: The Economics of Professional Sports

This seminar will explore the economics of professional sports in the United States. Issues of anti-trust exemptions, regulation, salary level and structure, management, effect of mass media, relation to college sports and subordinate leagues will be treated. Prerequisites: 190 and 250. **{S}** 4 credits

Andrew Zimbalist

T 3–4:50 p.m.

International and Comparative Economics

202b The Political Economy of World Geography

Is the world's population growing too fast for its resource base? What are the economic dimensions of global environmental degradation? Are there efficient solutions to the problems of deforestation, the buildup of toxic wastes, the depletion of the ozone layer, and global warming? Can cultural identities survive the onslaught of economic development? This course will focus on developing a basic understanding of world geography, global interdependence and the political economy of the world system for responsible citizenship in the 21st century. Prerequisite: 150 or 153 or permission of the instructor. **{S}** 4 credits

Cynthia Browning

M W F 10–10:50 a.m.

205b International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the theories of international trade, issues of commercial policy and the rise of protectionism, multilateral trade negotiations, preferential trade agreements, the impact of multinational firms, and trade and economic development. Prerequisite: 250. **{S}** 4 credits

Charles Staelin

T Th 1–2:20 p.m.

206a International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: 253. **{S}** 4 credits

Mahnaz Mahdavi

M W 1:10–2:30 p.m.

208a European Economic Development

Covers the industrial revolutions of northwestern Europe; the causes of economic backwardness and uneven growth in eastern and southern Europe; Europe and contemporary international capitalism (expansion and depression, world wars and recovery). Prerequisites: 150 and 153 or permission of the instructor. **{H/S}** 4 credits

Cynthia Taft Morris

M W 2:40–4 p.m.

209b Comparative Economic Systems

Survey of leading types of economic systems, focusing on contrasting roles of private and government sectors. Evaluation of comparative economic performance stressing distributional equity as well as allocative efficiency and economic growth. The roles of political and social influences stressed throughout the course. Analysis of Eastern Europe's difficulties in introducing capitalism, many rooted in their history, analyzed and contrasted with Chinese experience and the experi-

ence of selected other Asian and Latin American countries: discussion of stabilization, price liberalization and privatization policies. Appraisal of mixed capitalist economies, particularly Sweden. Dynamic characteristics of advanced capitalist economies with emphasis on the United States, compared with models of capitalism of Marx, Polanyi, Schumpeter and Heilbroner. Prerequisites: 150 and 153. **{S}** 4 credits

Cynthia Taft Morris

M W 2:40–4 p.m.

211a Economic Development

An overview of major economic issues in the Third World (Asia, Latin America, Africa and the Middle East). Examines theory, institutions and development policy. Topics include trade, industrial and agricultural development, multinational investment, employment and technology, women in development, fiscal policy and international financial issues (lending, balance of payments deficits, the debt crisis). Prerequisites: 150 and 153. Recommended: 250. **{S}** 4 credits

Nola Reinhardt

M W 1:10–2:30 p.m.

[213b The World Food System]

Examination of international patterns of food production and distribution. Consideration given to major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third World agriculture, and environmental considerations of modern agricultural technology. Prerequisites: 150 and 153. **{S}** 4 credits

[214b Economies of the Middle East and North Africa]

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153. **{S}** 4 credits

220b Comparative Industrial Relations and Economic Performance

How are a nation's economic performance and living standards affected by its industrial relations system? Do strong worker rights undermine labor productivity? Are high labor standards compatible with international economic competitiveness? Focus on the economies of North America, Western Europe and Japan. Prerequisites: 190 and 150 or 153. **{S}** 4 credits

Robert Buchele

M W F 9–9:50 a.m.

[305a Seminar: International Economics]

Prerequisites: 205 and 250. **{S}** 4 credits

306b International Financial Markets

The 1990s is proving to be the decade of international finance and the globalization of financial markets. Some selected topics that illuminate this new integrated world of international financial markets are foreign exchange systems and markets, international securities, international investment and portfolio management. Prerequisites: 206, 245, 190. Recommended 280. **{S}** 4 credits

Mahnaz Mahdavi

T 3–4:50 p.m.

[309a Seminar: Topics in Comparative Economic Systems]

{S} 4 credits

[310b Seminar: Comparative Labor Economics]

In comparison with workers in other industrial economies, Japanese workers allegedly have greater job security, less job mobility, more extensive job training, weaker labor unions and wages that are linked more closely to seniority than job performance. Female workers also allegedly encounter more discrimination in Japan than elsewhere. We shall examine the economic theories that explain these differences and the extent to which they are true. Finally, we shall assess their contributions to Japan's remarkable economic growth. Prerequisites: 250 and 190 or the equivalent. (E) **{S}** 4 credits

[311a Seminar: Topics in Economic Development]

{S} 4 credits

318b Seminar: Latin American Economics

Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. **{S}** 4 credits

Nola Reinhardt

Th 3–4:50 p.m.

404a Special Studies

Admission by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. 4 credits

404b Special Studies

4 credits

408d Special Studies

Admission by permission of the department, normally for majors and minors who have had four semester courses in economics above the introductory level. Students contemplating a special studies in the department's "Handbook for Prospective Majors." 8 credits

The Major

Advisers: Mark Aldrich, Robert Averitt, Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, Cynthia Taft Morris, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

Adviser for Study Abroad: Nola Reinhardt.

Basis: 150 and 153.

Requirements: 10 semester courses including the basis, 190, 250, 253 and one 300-level course (or honors thesis) taken at Smith or in the Five Colleges.

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, may count this as the equivalent of ECO 150 or ECO 153, with course credit toward the major in economics. Students with AP or IB credit are urged to take the placement exams to ensure correct placement.

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

The Minor

Advisers: Same as for the major.

Requirements: six courses in economics. Three of these courses must include the basis (150 and 153) and either 250 or 253. Crediting procedures are the same as for the major.

Honors

Director: Mahnaz Mahdavi.

Basis: 150 and 153.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: 10 semester courses including the basis, 190, 250, 253 and a thesis counting for eight credits.

Students may elect either a year-long thesis course (430d) or a fall semester course (431a). The thesis for the year-long course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

Examination: honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

Education and Child Study

Professors

**Seymour William Itzkoff, Ed.D.
 Raymond A. Ducharme, Jr., Ed.D.
 †Alan L. Marvelli, Ed.D.
 Sue J. M. Freeman, Ph.D.
 Alan N. Rudnitsky, Ph.D., *Chair*

Associate Professor

**Rosetta Marantz Cohen, Ed.D.

Assistant Professor

Susan M. Etheredge, Ed.D.

Lecturers

Cathy Hofer Reid, Ph.D.
 †Cathy Weisman Topal, M.A.T.

²Kerry Buckley, Ph.D.

²Barbara Fink, M.A.

²Lawrence A. Fink, Ed.D.

Janice Gatty, Ed.D.

Jeffrey Korostoff, Ed.D.

Bruce E. Willard, Ed.D.

Teaching Fellows

Katherine A. Lawson, B.A.

Erica K. Lutz, B.A.

Rebecca L. Morton, B.A.

Julia C. Rising, B.A.

Andrew Stackhouse, B.A.

Amy L. Taylor, A.B.

[Courses in brackets will not be offered during the current year.]

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public schools are urged to consult the department as early as possible during their college career.

340b Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process and curriculum. Open only to senior majors. {S} 4 credits

Raymond Ducharme

M 3–5 p.m.

Historical and Philosophical Foundations

[110a Change and Challenge in American Education]

Changes and current issues in American education are examined from historical, philosophical, psychological and socio-political perspectives. Includes directed observation in school settings. Not open to students who have had two or more

courses in the department. To be offered in 1998–99. {S} 4 credits

120b Education and the Liberal Arts

History of the development of the concept of a liberal arts education. {S} 4 credits

Raymond Ducharme

T Th 10:30–11:50 a.m.

[221a Classical Education]

Study of the educational ideas of the Greeks: The Socratic dialogues of Plato; Republic; Aristotle on politics and education. To be offered in 1998–99. {S} 4 credits

[222b Modern Educational Classics]

The Western conception of the educated person. Influence of Rousseau, Montessori, Dewey and others in the modern tradition in schooling and society. To be offered in 1998–99. {S} 4 credits

236b American Education

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the

changing social order. {S} 4 credits
Lawrence Fink
T Th 9–10:20 a.m.

[336b Seminar in American Education]
To be offered in 1998–99. {S} 4 credits

[100b The American Teacher]
This course will examine the experience of the public school teacher in America, from the early 19th century to the present. The goal of the course is to consider the profession from a range of socio-historical perspectives and to understand the roots of its status as “special, but shadowed.” Topics to be discussed include the feminization of teaching, the rise of unions, the radicalization of the profession in the 1960s, and the recent attempts to elevate the teacher’s professional status. Students will explore the work and lives of teachers through sociologies of the profession, teacher diaries and autobiographies, literary depictions of the teacher and ethnographies of classroom life. To be offered in 1998–99. (E) 4 credits

552a Perspectives on American Education
Required of all candidates for the M.A., the Ed.M. and the M.A.T. degrees. 4 credits
Raymond Ducharme
M 3–5 p.m.

Sociological and Cultural Foundations

200a Education in the City
Education problems of the inner city considered in the context of schools, teachers, students and community. {S} 4 credits
Raymond Ducharme
W F 1:10–2:30 p.m.

232a Foundations of Secondary Education
A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum and contemporary problems. Directed classroom observation. Not open to first-year students. {S} 4 credits
Rosetta Marantz Cohen
T Th 10:30–11:50 a.m.

234a Modern Problems of Education
Topic for 1997–98: The Contemporary Crisis in Education: The Public Schools and Alternatives. {S} 4 credits
Seymour Itzkoff
M W 1:10–2:30 p.m.

[237b Comparative Education]
The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. To be offered in 1998–99. {S} 4 credits

[323b Seminar in Humanism and Education]
To be offered in 1998–99. {S} 4 credits
Sue Freeman

[341b The Child in Modern Society]
Examines the experience of childhood in modern society and the ways that it is shaped by the interplay of family, schooling and the wider culture. To illuminate important current issues, some attention will be paid to cross-cultural comparisons and to the historical development of modern childhood. Prerequisite: 235 or permission of the instructor. {S} 4 credits

[361a The Biosocial Approach to Education and Cultural Behavior]
Critical examination of biosocial explanations of education and human behavior: the growing body of evidence and its impact on the evolution of social institutions. Students will have the opportunity to engage in independent research with freedom for the expression of a variety of student perspectives. To be offered in 1998–99. (E) {S} 4 credits
Seymour Itzkoff

Learners and the Learning Process

235a Child and Adolescent Growth and Development
A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational

settings. {S} 4 credits

Janice Gatty

T Th 9–10:20 a.m.

235b Child and Adolescent Growth and Development

A repetition of 235a. {S} 4 credits

Janice Gatty

T Th 10:30–11:50 a.m.

238a Educational Psychology

The application of psychological principles of development, motivation and learning to contemporary educational problems. {S/N} 4 credits

Alan Rudnitsky

T Th 9–10:20 a.m.

[239a Counseling Theory and Education]

Study of various theories of counseling and their application to children and adolescents in educational settings. To be offered in 1998–99. {S} 4 credits

Sue Freeman

248a Individuals with Disabilities

A study of current ideas and trends in the educational, political and social community of exceptional children and adults. Focus on issues and experiences that transcend specific disabilities. {S} 4 credits

Sue Freeman

T Th 10:30–11:50 a.m.

[249b Children Who Cannot Hear]

Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of deaf children. To be offered in 1998–99. {S} 4 credits

Alan Marvelli

350b Learning Disabilities

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems. {S} 4 credits

Sue Freeman

W 1:10–3 p.m.

353a Education of the Gifted

What are giftedness and talent? Stages in the education of the gifted human. The social significance of the gifted. {S} 4 credits

Seymour Itzkoff

W 7:30–9:30 p.m.

510b Human Development and Education

Examines basic approaches to the study of human development, drawing on theoretical perspectives and empirical studies, and uses them to trace the complex ways that individual and socio-cultural elements interact in the formation of mind and the development of intelligence from infancy through adolescence. The aim is both to give students a solid grounding in the essential frameworks and conceptual resources of developmental psychology and also to enhance their ability to make use of this understanding in practical contexts. 4 credits

Susan Etheredge

W 7–9 p.m.

[540b Critical Thinking and Research in Education]

What does it mean to think critically? How do we establish and evaluate the strength of knowledge claims? How do we come to believe what we believe, and how can we teach students to reason effectively? The examination of these questions will be grounded in the critical reading of research in education. Students will develop a better understanding of the reasoning process and become more discerning consumers of knowledge and information. 4 credits

Alan Rudnitsky

Curriculum and Instruction

231a Foundations and Issues of Early Childhood Education

The influence of Froebel, Montessori, Dewey, Piaget, Kagan, Caldwell and others. The child, theoretical assumptions, planning and curriculum development, environmental contexts, evaluation procedures, review of existing programs. Direct contact with preschool children and conferences with professionals in the area. Required practicum, observations and field trip. {S} 4 credits

Susan Etheredge

T Th 1:10–2:30 p.m.

332a Children's Literature

In this class we will explore children's literature from four perspectives: how children's books stack up as literature; how they speak to issues in children's development; how they reflect and shape social issues and values; and how love of writing and reading good literature can be developed in the classroom. Admission by permission of the instructor. **{S}** 4 credits

Susan Etheredge

Th 7–9:30 p.m.

333b Information Technology and Learning

A study of the scope and effects of various computer applications in education. Educational software will be evaluated and created. Appropriate goals and methods for teaching programming and using computers in schools will be examined. Students will become proficient in the language LOGO and LinkWay, a multimedia authoring tool. Permission of the instructor is required. **{S}** 4 credits

Alan Rudnitsky

Th 3–4:50 p.m. and one laboratory hour to be arranged

338a Children Learning to Read

The nature of language and meaning. Psycholinguistic issues in the teaching of beginning and fluent reading. Discussion of reading disabilities, whole language and other issues. **{S}** 4 credits

Seymour Itzkoff

M 7:30–9:30 p.m.

[339b Reading Problems in School Learning]

Assessment and instructional treatment of reading difficulties in regular classroom settings. Examination of interactive and whole language approaches; research regarding theory and practice. Fieldwork. To be offered in 1998–99. **{S}** 4 credits

Sue Freeman

347b Individual Differences Among Learners

Examination of research on individual differences and their consideration in the teaching-learning process. Research and fieldwork required. Prerequisites: 235 and 238 and permission of the instructor. **{S}** 4 credits

Sue Freeman

Th 3–5 p.m.

305a The Teaching of Art

Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous art training. The emphasis is on completing work in basic art media and on using art concepts and design principles as a means of looking at and communicating about art. A practicum involving classroom teaching is required. Admission by permission of the instructor. Offered in alternate years. **{S}** 4 credits

Cathy Topal

M 7–10 p.m.

[335] Teaching Science for Understanding]

This course is an intensive examination of science pedagogy at the elementary school level. Students will participate in scientific investigations, the use of information technology and discussions to better understand what scientific inquiry is. Students will then explore ways to integrate inquiry and technology into their teaching of scientific concepts. Students will learn how to and actually develop a science curriculum unit aimed at guiding young children's understanding of science content and scientific methods. To be offered in 1998–99. **{E}** **{S}** 1 credit

Alan Rudnitsky

345d Preschool and Elementary Curriculum and Methods

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b. Admission by permission of the instructor. Preregistration meeting scheduled in April. **{S}** 12 credits

Alan Rudnitsky and Susan Etheredge

T 3–4:50 p.m.

346a Reflective Practice in Secondary Schools

Two class hours and the practicum for secondary teaching. Presentations by master teachers. Recommended background: 232a. Admission by permission of the instructor. **{S}** 4 credits

Rosetta Marantz Cohen

T 3–4:50 p.m.

346b Reflective Practice in Secondary Schools

A repetition of 346a. Recommended background:

232a. Admission by permission of the instructor.

{S} 4 credits

Barbara Fink

T 3–4:50 p.m.

348b Teaching Local History

This course will study the development of regional culture and society through relevant scholarship, contemporary writings and literature. Through material culture—historic sites, artifacts, textiles, documents and manuscripts—students will explore the lost landscape, the contested terrain of local history. Using these concepts and resources, students will discover ways to enrich the historical imagination as educators through cross-disciplinary curriculum development and/or through research projects related to public history/museum studies. Prerequisite: a course in American history.

{H} 4 credits

Kerry Buckley

Th 7:30–9:30 p.m.

548a Student Diversity and Classroom Teaching

An examination of difference, including cognitive and affective development, race, ethnicity, sex, class, and their consideration in teaching and learning. Also, special needs and the multilanguage classroom as factors in classroom teaching and student learning. Research and field work required. {S} 4 credits

Sue Freeman

Th 3–5 p.m., plus weekly study sessions

554b Cognition and Instruction

A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. 4 credits

Alan Rudnitsky

M 7–9 p.m.

Smith College and Clarke School for the Deaf

Graduate Teacher Education Program

Foundations of Education of the Deaf

[564 Perspectives on the Education, Guidance and Culture of the Deaf]

History of the education of the deaf. Educational, vocational and social issues affecting deaf children and adults in our society. To be offered in 1998–99. 2 credits

Alan Marvelli

568 Psychology of Exceptional Children

Growth and development of children, significance of early experiences. Personality development and its relation to problems of formal learning for both hearing children and the deaf and hard of hearing. 2 credits

Yvonne Mullen

Speech Science and Audiology

565 Hearing, Speech and Deafness

4 credits

Hollis Altman and Arthur Boothroyd

Part I. Nature of Sound

Anatomy and physiology of hearing. Processes of auditory perception. Anatomy, physiology and acoustics of speech. Types, causes and consequences of hearing impairment. Characteristics of the speech of deaf children.

Part II. Nature of Communication

Speech as a code for language. Speech perception and the effects of sensorineural hearing loss. Auditory training and lip-reading instruction. Use of hearing in the development of speech-production skills.

566 Audiometry, Hearing Aids and Auditory Training

Sound perception in hearing, hard of hearing and deaf individuals. Methods and equipment for testing and developing sound perception skills.

2 credits

Hollis Altman

Language and Communication

561 Developing Auditory/Oral

Communications in Deaf Children

A detailed analysis of speech production covering phonetic transcription and developing and improving speech readiness, voice quality, speech breathing, articulation, rhythm, phrasing, accent and fluency. Demonstration plus extensive speech lab and classroom teaching experiences. 6 credits
Patricia Blinn

562 Developing Language Skills in Deaf Children

Principles and techniques used in development of language with deaf children. Study of linguistics and psycholinguistics. Consideration is given to traditional and modern approaches to language development. 4 credits
Muriel Crockett

567 English Language Acquisition and Deafness

A psycholinguistic account of English language acquisition of hearing and deaf children. Both theory and empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits
Peter A. de Villiers

Curriculum and Instruction

563 Elementary School Curriculum, Methods and Media for the Deaf

Principles and methods of the teaching of reading; classroom procedures for the presentation of other school subjects. Uses of texts and reference materials, plus summer sessions devoted to media development and utilization, microcomputer operations and word processing. 4 credits
Members of the Faculty

Student Teaching

569 Observation and Student Teaching

A minimum of 400 hours of observation and student teaching of deaf children in educational levels from preschool through eighth grade, in self-contained residential and day settings, plus integrated day classes. 8 credits
Members of the Faculty

Education of the Deaf

572 The Deaf Child: 0-5 Years

The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. 4 credits
Janice Gatty

580 Beginning Sign Communication

Development of basic receptive and expressive skills in American Sign Language and finger spelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. 4 credits
Ruth Moore

Special Studies

400a Special Studies

1 to 4 credits

400b Special Studies

1 to 4 credits

The Major

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations (EDC 110 cannot be used to fulfill this requirement); one course in the Sociological and Cultural Foundations; two courses in the Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the Department.

Adviser for Study Abroad: Rosetta Marantz Cohen.

Director of Teacher Education: Alan Rudnitsky.

Teacher/Lecturers—Secondary Program

Joanne Arnold, B.S. (Mathematics)

Fay Villani, M.Ed. (History)

Vincent Falardeau, M.A. (French)

Samuel Scheer, M.Phil. (English)

Peter Shaughnessy, M.A. (Science)

Teacher/Lecturers—Elementary and Early Childhood Program

Barbara Baker, Ed.M.

Gina Bordoni-Cowley, M.Ed.

Elizabeth Cooney, A.B.

Michelle S. Dilts, B.S.

Katherine First, M.Ed.

Marie A. Frank, M.Ed.

Martha N. Guzowski, B.S.

Rita F. Harris, B.S.

Janice Henderson, Ed.M.

Lisa Libiecki, Ed.M.

Susan Reyes, B.S.

Larissa Rivera, Ed.M.

Janice Marie Szymaszek, Ed.M.

Gary A. Thayer, B.A.

Sandra Warren, Ed.M.

Thomas M. Weiner, M.Ed.

The Minor

Required courses: EDC 235, Child and Adolescent Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are electives. The specific courses taken by a student are worked out with a faculty adviser.

Requirements for Programs Leading to Teacher Certification

Secondary Teacher (9–12) in the following fields:

English

History

Social Studies

French

Spanish

Physics

Mathematics

Biology

Chemistry

Earth Science

General Science

Visual Art

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in the appropriate discipline
- one course (or equivalent experience) in the use of information technology
- complete the following courses in Education and Child Study:

EDC 232	Foundations of Secondary Education
EDC 235	Child and Adolescent Growth and Development
EDC 238	Educational Psychology
EDC 347	Individual Differences Among Learners
EDC 346a/b	Reflective Practice in Secondary Schools

GRADUATE

- completion of Master of Arts in Teaching degree
 - departmental assessment of subject matter preparation and background in the use of information technology
 - complete the following courses in Education and Child Study:
- | | |
|---------|--|
| EDC 556 | Learning in Classrooms (Summer Program) |
| EDC 559 | Clinical Internship in Teaching I (Summer Program) |
| EDC 559 | Clinical Internship in Teaching II |
| EDC 552 | Perspectives on American Education |
| EDC 548 | Student Diversity and Classroom Teaching |
| EDC 510 | Human Development and Education |
- or
- | | |
|---------|---------------------------|
| EDC 554 | Cognition and Instruction |
|---------|---------------------------|
- Four advanced courses in the subject area

Elementary Teacher (1–6) and Early Childhood Teacher (N–3)

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in a liberal arts discipline
- one course (or equivalent experience) that emphasizes the use of information technology
- complete the following courses in Education and Child Study:

EDC 235 Child and Adolescent Growth and Development

EDC 238 Educational Psychology

EDC 347 Individual Differences Among Learners

EDC 345d Preschool and Elementary Curriculum and Methods

One course in either historical and philosophical or sociological and cultural foundations of education (not EDC 110)

One course in the area of early childhood education (for Early Childhood Teacher)

GRADUATE

- completion of Master of Education degree
- departmental assessment of subject matter preparation and background in the use of information technology
- departmental assessment of subject matter knowledge in early childhood education (for Early Childhood Teacher)
- completion of the following courses in Education and Child Study:

EDC 556 Learning in Classrooms (Summer Program)

EDC 559 Clinical Internship in Teaching I (Summer Program)

EDC 559a/b Clinical Internship in Teaching II

EDC 552 Perspectives on American Education

EDC 548 Student Diversity and Classroom Teaching

EDC 510 Human Development and Education

EDC 554 Cognition and Instruction

Two electives—selected to address assessed needs in specific areas of competence

Special Needs

Adviser: Sue Freeman.

EDC 248a Individuals with Disabilities

[EDC 249b Children Who Cannot Hear (e)]

[EDC 339b Problems in School Learning (e)]

EDC 347b Individual Differences Among Learners (e)

EDC 350b Learning Disabilities (e)

EDC 353a Education of the Gifted (e)

Child Development/Early Childhood

Adviser: Susan Etheredge.

EDC 231a Foundations and Issues of Early Childhood Education

[EDC 341b The Child in Modern Society (e)]

EDC 345d Preschool and Elementary Curriculum and Methods (e)

EDC 347b Individual Differences Among Learners (e)

Learning and Instruction

Adviser: Alan Rudnitsky.

EDC 232a Foundations of Secondary Education (e)

EDC 333b Information Technology and Learning (e)

EDC 338a Children Learning to Read (e)

EDC 345d Preschool and Elementary Curriculum and Methods (e)

[EDC 356b Curriculum Principles and Design (e)]

[EDC 540b Critical Thinking and Research in Education (e)]

EDC 554b Cognition and Instruction (e)

Secondary Teaching

Advisers: Raymond Ducharme, Rosetta Marantz Cohen.

EDC 232a Foundations of Secondary Education

EDC 346a/b Reflective Practice in Secondary Schools

EDC 347b Individual Differences Among Learners (e)

One course from Historical and Philosophical Foundations

Education Studies

Advisers: Seymour W. Itzkoff, Raymond Ducharme, Rosetta Marantz Cohen.

This minor does not require EDC 235 and EDC 238.

Six courses from:

EDC 120	Education and the Liberal Arts
[EDC 221	Classical Education]
[EDC 222	Modern Educational Classics]
EDC 232	Foundations of Secondary Education
EDC 234	Modern Problems of Education
EDC 236	American Education
[EDC 237	Comparative Education]
[EDC 336	Seminar in American Education]

Student-Initiated Minor

Requirements: EDC 235 and EDC 238, the approval of a faculty adviser and permission from the members of the department in the form of a majority vote.

Honors

Director: Rosetta Marantz Cohen.

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: those listed in the major; thesis (431a, 432d) pursued either in the first semester of or throughout the senior year. An examination in the candidate's area of concentration.

Graduate

Advisers: Members of the Department.

510b Human Development and Education

[540b Critical Thinking and Research in Education]

552a Perspectives on American Education

554b Cognition and Instruction

548a Student Diversity and Classroom Teaching

559a Clinical Internship in Teaching II 4 credits

Members of the Department

559b Clinical Internship in Teaching II 4 credits

Barbara Fink

567a English Language Acquisition and Deafness

580a Advanced Studies

Open to seniors by permission of the department.
4 credits

Members of the Department

580b Advanced Studies

4 credits

590a Research and Thesis

4 or 8 credits

Members of the Department

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Members of the Department

Engineering

Engineering is the study of putting scientific knowledge to practical use. Students interested in the study of engineering at Smith should consider the minors in various fields described below. Each minor involves a number of introductory courses at Smith, as well as a number of courses in the School of Engineering at the University of Massachusetts. The adviser for each minor can provide fuller information.

The Minor

Emphases in the Minor

CHEMICAL ENGINEERING

Adviser: Kenneth Hellman.

Limited to majors in chemistry or physics. This minor is appropriate for a student with an interest in the application of chemistry. It will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 212.

Requirements: (at Smith) CHM 111a, PHY 115 and 116, and MTH 225b; (at UMass) CHE 225, CHE 226, plus either CHE 325 or CHE 330.

CIVIL ENGINEERING

Adviser: Robert Newton (Geology).

The civil engineering minor is for science majors. The major areas of civil engineering include geotechnical, structural, hydraulic, transportation, construction and environmental. Prerequisite: MTH 212.

Requirements: (at Smith) MTH 222 and PHY 115 and 116; (at UMass) CE 240 Statics; plus any two of the following Civil Engineering courses: CE 241 Strength of Materials; CE 310 Transportation Systems; CE 320 Soil Dynamics; CE 342 Dynamics; CE 357 Elementary Fluid Mechanics; CE 360 Engineering Hydraulics.

COMPUTER ENGINEERING

Adviser: Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 111, MTH 112 and MTH 153.

Requirements: (at Smith) PHY 115, 116, and CSC 231a; (at UMass) ECE 211, ECE 214 and ECE 221.

ELECTRICAL ENGINEERING

Adviser: Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115, 116, and MTH 112.

Requirements: (at Smith) any two of: PHY 214b, PHY 224b or MTH 212a or b; (at UMass) ECE 211, ECE 212 and ECE 214.

INDUSTRIAL ENGINEERING AND OPERATIONS RESEARCH

Adviser: Deborah Haas-Wilson (Economics), Ruth Haas (Mathematics).

The goal of this minor is to provide an understanding of the scientific study of operating systems. Prerequisites: MTH 112, 211, and ECO 150.

Requirements: (at Smith) CSC 111, and MTH 245a or ECO 190, plus either MTH 247 or ECO 280a; (at UMass) MIE 379 and MIE 380, plus one additional approved MIE course.

MECHANICAL ENGINEERING

Adviser: Malgorzata Zielinska-Pfabé (Physics).

This minor will be pursued by the physics major interested in a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework.

Requirements: same as for the physics major, plus at UMass ME 211, ME 230, plus one additional approved ME course.

English Language and Literature

Professors

†Francis Murphy, Ph.D., Litt.D. (Hon.)
 Harold Lawrence Skulsky, Ph.D.
 **Dean Scott Flower, Ph.D.
 William Allan Oram, Ph.D.
 Jefferson Hunter, Ph.D., *Chair*
 **Douglas Lane Patey, Ph.D.
 Susan R. Van Dyne, Ph.D. (Women's Studies and
 English Language and Literature)
 Charles Eric Reeves, Ph.D.
 Ronald Russell Macdonald, Ph.D.
 Elizabeth Wanning Harries, Ph.D. (English Language
 and Literature and Comparative Literature)
 Sharon Cadman Seelig, Ph.D.

Elizabeth Drew Professor

Dean Albarelli, M.F.A.

Grace Hazard Conkling Writer-in-Residence

Elizabeth Alexander, Ph.D.

Associate Professors

*Nora E. Crow, Ph.D.
 Patricia Lyn Skarda, Ph.D.
 Richard Millington, Ph.D.
 Craig R. Davis, Ph.D.
 †Michael Gorra, Ph.D.
 †Gillian Kendall, Ph.D.
 Nancy Mason Bradbury, Ph.D.

Assistant Professors

Cornelia Pearsall, Ph.D.
 Luc Gilleman, Ph.D.
 Ambreen Hai, Ph.D.

Lecturers

Robert Ellis Hosmer, Jr., Ph.D.
 Ann E. Boutelle, Ph.D.
 Julio Alves, Ph.D.
 †Debra L. Carney, M.F.A.
 †Holly Davis, M.A.
 †Mary Koncel, M.F.A.
 †Brian Turner, M.F.A.
 †Elizabeth von Klemperer, Ph.D.

[Courses in brackets will not be offered during the current year.]

The purpose of the English major is to develop a critical and historical understanding of British and American literature and language. Throughout their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art and theatre.

First-Level Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. ENG 101 may be repeated, but only with a different instructor and with the permission of the di-

rector. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and Literature and English Language and Composition may receive four credits each, providing they do not take English 101.

101a Introduction to College Writing

Conducted as writing workshops in sections limited to 15 students each, this course provides systematic practice in writing, with emphasis on expository prose. Some reading for purposes of illustration. Priority will be given to incoming students in the fall-semester sections. **WI** 4 credits
Director, Julio Alves

1: Robert Hosmer, M W F 11 a.m.–12:10 p.m.

2: Mary Koncel, M W 1:10–2:30 p.m.

3: *Brian Turner*, M W 1:10–2:30 p.m.

4: *Julio Alves*, T Th 9–10:20 a.m.

5: *Julio Alves*, T Th 10:30–11:50 a.m.

6: *Holly Davis*, T Th 9–10:20 a.m.

7: *Debra Carney*, T Th 1–2:20 p.m.

Bilingual students and non-native speakers are especially encouraged to register for section 4 or 5.

101b Introduction to College Writing

A repetition of 101a. **WI** 4 credits

Director, Julio Alves

1: *Brian Turner*, M W 1:10–2:30 p.m.

2: *Julio Alves*, T Th 9–10:20 a.m.

3: *Holly Davis*, T Th 9–10:20 a.m.

First-Level Courses in Literature

120a Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course director about possible openings. 4 credits

Director, Sharon Seelig

1. Fiction

A study of the novel, novella and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence and Woolf. **{L} WI**

1: *Sharon Seelig*, M W F 9–9:50 a.m.

2: *Robert Hosmer*, M W 1:10–2:30 p.m.

3: *Elizabeth Harries*, T Th 1–2:30 p.m.

4: *Cornelia Pearsall*, T Th 1–2:30 p.m.

5: *Ambreen Hai*, T Th 3–4:50 p.m.

2. Satire

The aims and techniques of invective, abuse and stylish denunciation in Jonson, Swift, Twain, Waugh, Gibbons and others. **{L} WI**

Douglas Patey

T Th 3–4:15 p.m.

3. Modern Short Stories

A study of the short story sequence as a characteristic modern genre, including such figures as Edna O'Brien, Bernard Malamud, Maxine Hong Kingston, Julian Barnes and William Trevor. **{L} WI**

Dean Flower

M W 2:40–4 p.m.

4. Reading and Writing Short Stories

Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization and style. Writing includes analysis, imitation or parody, and original stories. **{L} WI**

Patricia Skarda

M W F 1:10–2 p.m.

5. Reading and Writing Short Poems

Reading of lyric poetry from the point of view of the poet. Selected poems from Donne to the present. Writing includes critical essays, imitations and original poetry. **{L}**

Ann Boutelle

T Th 9–10:20 a.m.

6. Love and the Literary Imagination

A study of the way literary convention shapes and interprets the experience of love. Readings in poetry, fiction and drama, including such authors as Plato, Shakespeare, Flaubert, Yeats, Joyce and Rich. **{L} WI**

Nancy Coiner

M W F 11 a.m.–12:10 p.m.

7. Comedy

Plays by Jonson, Wilde, Shaw, Beckett and others, with emphasis on traditional themes and techniques of comic writing and stagecraft. **{L}**

Harold Skulsky

M W F 9–9:50 a.m.; T Th 10:30–11:50 a.m.

8. The Literature of New England

Works by Emerson, Hawthorne, Thoreau, James, Sarah Orne Jewett and Robert Lowell. **{L} WI**

Elizabeth von Klemperer

T Th 10:30–11:50 a.m.

120b Colloquia in Literature

A repetition of 120a. 4 credits

Director, Ambreen Hai

1. Fiction

{L} WI

Robert Hosmer

M W 1:10–2:30 p.m.

2. Race, Empire and English Literature

A study of selected texts in the British literary tradition, foregrounding, in the context of imperial expansion and “discovery,” issues of race, representation, nationhood, culture, definition of self and otherness, and the role of literature in creating and consolidating ideologies of power. Texts will range across a variety of genres and periods, including Shakespeare’s *Tempest* and *Othello*; Behn’s *Oroonoko*; Forster’s *A Passage to India*; poetry, prose and fiction by Blake, Macaulay and Kipling, a contemporary novel and some recent essays. {L} WI

Ambreen Hai

T Th 3–4:50 p.m.

3. The Gothic in Literature

Terror, guilt and the supernatural in novels, tales and poems from the 18th to the 20th century. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës and James. {L} WI

Nora F. Crow

T Th 10:30–11:50 a.m.

4. Love and the Literary Imagination

A repetition of 120a 6. {L} WI

1: *Nancy Coiner*, M W F 10–10:50 a.m.

2: *Nora F. Crow*, T Th 1–2:20 p.m.

5. Modern Drama

Reading of a selection of modern and contemporary plays that investigate problems of language and identity. Playwrights to include Pinter, Stoppard, Churchill, Handke, Pomerance, Albee, Rabe, O’Neill, Beckett, Shaffer, Pirandello. {L} WI

Anthony Giardina

M W 1:10–2:30 p.m.

[180a The Reading of Poetry]

{L} WI 4 credits

180b The Reading of Poetry

A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor and structure—through comparisons of lyrics in a variety of styles and historical periods. Recommended for prospective literature majors. Enrollment limited to 20. {L} WI 4 credits

Eric Reeves

T Th 1–2:20 p.m.

190b Questioning Texts

Why have people found it important to read, write and criticize literature? To answer this question, we will practice a variety of approaches to texts and analyze what we are doing. Works, in a variety of genres, by women and men from different cultures and historical periods; some attention to kinds of writing, such as diary entries and blues lyrics, not often met in literature courses. Recommended for prospective literature majors and for students who have taken 120a. Enrollment in each section limited to 20. {L} WI 4 credits

Director, Richard Millington

1: *Nancy Mason Bradbury*, M W F 10–10:50 a.m.

2: *Richard Millington*, T Th 9–10:20 a.m.

3: *Elizabeth Harries*, T Th 10:30–11:50 a.m.

Second-Level Courses

Letters in square brackets after courses indicate which category of major requirement No. 3 each fulfills.

GLT 291a Western Classics in Translation, from Homer to Dante

See Interdepartmental and Extradepartmental Course Offerings.

GLT 292b Western Classics in Translation, from Chrétien de Troyes to Tolstoy

See Interdepartmental and Extradepartmental Course Offerings.

200d The English Literary Tradition

A study of the English literary tradition from the Middle Ages to modern times. Recommended for sophomores. Open to first-year students with SAT verbal score of 710 or higher and students with

English AP score of 4 or 5. **{L} WI** 4 credits

Lec. W 2:40–4 p.m.; sections as below:

First semester:

Director, Nancy Mason Bradbury

1: *Nancy Mason Bradbury*, M W F 10–10:50 a.m.

2: *William Oram*, M W F 11 a.m.–12:10 p.m.

3: *Sharon Seelig*, M W F 11 a.m.–12:10 p.m.

4: *Craig R. Davis*, T Th 10:30–11:50 a.m.

5: *Eric Reeves*, T Th 1–2:20 p.m.

Second semester:

Director, Cornelia Pearsall

1: *Ambreen Hai*, M W 1:10–2:30 p.m.

2: *Luc Gilleman*, T Th 9–10:20 a.m.

3: *Cornelia Pearsall*, T Th 9–10:20 a.m.

4: *Cornelia Pearsall*, T Th 1–2:20 p.m.

5: *Patricia Skarda*, T Th 1–2:20 p.m.

[208b Science Fiction? Speculative Fiction?]

What sort of problems does science fiction address, what are its conventions and how is it related to other genres—utopia, fantasy, romance, imaginary voyage? Particular attention to the theme of the “other” (monsters, aliens, robots, living planets). Readings in Mary Shelley, Wells, Zamyatin, Stapleton, Lem, Dick, Le Guin and others. Recommended for non-majors. [3d] **{L}** 4 credits

211b The Technology of Reading and Writing

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. [3e] **{L}** 4 credits

Eric Reeves

T Th 9–10:20 a.m.

212b Telling and Retelling

A study of recent novels and their famous antecedents. What are the pleasures of reading? What do we need to know to be good readers of contempo-

rary fictions that revise or at least allude to work of the past? Texts include *Jekyll and Hyde* and *Mary Reilly*; *Jane Eyre* and *Wide Sargasso Sea*; *King Lear* and *A Thousand Acres*; *Frankenstein* and *Love's Children*; *Tess of the d'Urbervilles* and *French Lieutenant's Woman*; *Persuasion* and *Presumption: An Entertainment*; *Possession*; *Chatterton*; and works by Toni Morrison and her biblical sources. Recommended for non-majors. **{L}** 4 credits

Patricia Skarda

T Th 10:30–11:50 a.m.

214a Old English

A study of the language of Anglo-Saxon England (c. 450–1066) and a reading of the Old English elegies. [3a] **{L/F}** 4 credits

Craig R. Davis

M W F 10–10:50 a.m.

215b Beowulf

A reading of Anglo-Saxon England's most powerful and significant poem. [3a] **{L/F}** 4 credits

Craig R. Davis

M W F 10–10:50 a.m.

216a Chaucer

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Enrollment limited to 25. [3a] **{L}** 4 credits

1: *Ronald Macdonald*, M W F 9–9:50 a.m.

2: *Nancy Mason Bradbury*, T Th 10:30–11:50 a.m.

216b Chaucer

A repetition of 216a. Enrollment in each section limited to 25. [3a] **{L}** 4 credits

Nancy Mason Bradbury

T Th 1–2:30 p.m.

[217b Old Norse]

An introduction to the language and literature of medieval Iceland, including the mythological texts and the family sagas. [3a] **{L/F}** 4 credits

219b Edmund Spenser

Spenser presented himself as England's Virgil and transformed every genre he touched. We will read

most of his romance-epic *The Faerie Queene*, but we will consider other genres as well—love poetry, pastoral, satire and vision. Prerequisite: one of the following: the first half of 200 or 210, GLT 291a, or a course in Renaissance literature. [4a] {L} 4 credits

William Oram

M W F 11 a.m.–12:10 p.m.

[220a 16th-Century Literature]

[3a] {L} 4 credits

222a Shakespeare

A Midsummer Night's Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, Coriolanus, The Tempest. Enrollment in each section limited to 25. [3a] {L} 4 credits
Ronald Macdonald, Director

1: *Ronald Macdonald*, M W F 11 a.m.–12:10 p.m.

2: *Harold Skulsky*, M W F 11 a.m.–12:10 p.m.

3: *William Oram*, T Th 1–2:50 p.m.

223b Shakespeare

Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra, The Winter's Tale. Enrollment in each section limited to 25. [3a] {L} 4 credits
Harold Skulsky, Director

1: *Harold Skulsky*, M W F 9–9:50 a.m.

2: *Sharon Seelig*, T Th 9–10:20 a.m.

[224b English Drama in the Age of Shakespeare]

The evolution and interplay of structure, theme and character in plays by Shakespeare's contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined. [3a] {L} 4 credits

[226a 17th-Century Poetry]

Discussion of the major figures: Donne, Herbert, Jonson and Marvell, and some important poems by their contemporaries and forebears. Emphasis on poetic forms, conventions and imagery. [3a] {L} 4 credits

228a Milton

The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of

baroque style, educational theorist and Attorney for the Defense of God. [3a] {L} 4 credits

Eric Reeves

T Th 9–10:20 a.m.

228b Milton

A repetition of 228a. [3a] {L} 4 credits

Harold Skulsky

M W F 11 a.m.–12:10 p.m.

234a Pope, Swift and Their Circle

Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison and Gay. [3b] {L} 4 credits

Douglas Patey

T Th 9–10:20 a.m.

CLT 235b Fairy Tales and Gender

Elizabeth Harries

T Th 1–2:50 p.m.

HST 236b Authority and Legitimacy in the Age of More and Shakespeare

William Oram, Howard Nenner (History)

T Th 1–2:50 p.m.

AAS 237b Major Black Writers: The 20th Century

[238a The 18th-Century Novel]

The major British novelists from Aphra Behn through Fielding and Richardson to Austen and Scott. Emphasis on the ways intellectual and social commitments shape the storyteller's art. [3b] {L} 4 credits

242a Romantic Poetry and Prose

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats as well as female poets), with prose writings by the poets themselves and by Austen and Mary Shelley. [3b] {L} 4 credits

Patricia Skarda

M W F 10–10:50 a.m., optional discussion Th 4–4:50 p.m.

[243b The Victorian Novel]

The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre's formal development—narrative voice and perspective, the uses of plot, the representation of consciousness—but

with some attention to social-historical concerns.

[3c] {L} 4 credits

244a Literature of the Victorian Period

Victorian literature, including works by Tennyson, the Brownings, Arnold, Clough, the Pre-Raphaelites and Hopkins, with attention to literary, cultural and social contexts. [3c] {L} 4 credits

Cornelia Pearsall

T Th 9–10:20 a.m.

AAS 245a Colloquium: The Harlem Renaissance

FLS 245b British Film and Television

Jefferson Hunter

M W F 11 a.m.–12:10 p.m.; screening time T 3–4:50 p.m., Th 7:30–9:30 p.m. or by arrangement

246a American Literature before 1865

A study of American writers as they seek to define a role for literature in their changing society.

Works by Emerson, Thoreau, Fuller, Hawthorne, Melville, Stowe, Douglass, Whitman, Dickinson and others. [3c] {L} 4 credits

Richard Millington

T Th 10:30–11:50 a.m.

[248b American Literature from 1865 to 1914]

A survey of American writing after the Civil War, emphasizing the rise of vernacular style, the emergence of “realism” and “naturalism” and the transformation of Romantic mythology and convention. Emphasis on writers who criticize and stand apart from their societies. Fiction by Mark Twain, Henry James, Sarah Orne Jewett, Kate Chopin, Theodore Dreiser and Gertrude Stein; poetry by Walt Whitman, Emily Dickinson and E.A. Robinson. [3c] {L} 4 credits

250a Modern American Writing

American writing in the first half of the 20th century, with emphasis on modernism. Fiction by Cather, Hemingway, Fitzgerald, Hurston, Faulkner; poetry by Frost, Stevens, Eliot, Pound, Bishop. [3d] {L} 4 credits

Dean Flower

M W F 11 a.m.–12:10 p.m.

[251b Modern American Poetry]

A survey of the mainstream of American poetry from 1914 to the present, including the work of Eliot, Frost, Stevens, Moore, Williams, Hart Crane, Millay, Bishop, Lowell, Clampitt, Ashbery, Merrill and O'Hara. The emphasis is on literary analysis.

[3d] {L} 4 credits

253a Modern Fiction

Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, E.M. Ford, Arnold Bennett, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Graham Greene, Doris Lessing, John Fowles, Anthony Powell, Margaret Drabble, Kazuo Ishiguro.

[3d] {L} 4 credits

Jefferson Hunter

M W F 10–10:50 a.m.

[254b Modern British Poetry]

Twentieth-century poetry in England and Ireland. Emphasis on W.B. Yeats, T.S. Eliot, W.H. Auden, Philip Larkin and Seamus Heaney, with some attention to such poets as Thomas Hardy, Ezra Pound, D.H. Lawrence, Elizabeth Jennings, Stevie Smith and Tony Harrison. Prerequisite: 200 or a college course in poetry or permission of the instructor. [3d] {L} 4 credits

256b Joyce

Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses* and *Finnegans Wake* (selections). [3d] {L} 4 credits

Jefferson Hunter

M W F 10–10:50 a.m.

257a Modern British and American Drama

A study of recent developments in British and American drama, emphasizing interconnectedness and cross-fertilization: theater of passion; absurdism; language-oriented realism; talk drama; and postmodern, performance-oriented plays. Works by Williams, Miller, Beckett, Osborne, Pinter, Albee, Shepard, Mamet, Rabe, Shaffer, Churchill, Shange, Hwang. Occasional screenings of plays. [3d] {L} 4 credits

Luc Gilleman

T Th 10:30–11:50 a.m.

[262b Recent American Writing]

Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler, Jen, Smiley and others. [3d] {L} 4 credits

264a American Women Poets

A selection of poets from the last 25 years, including Sylvia Plath, Anne Sexton, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Erdrich and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. [4d] {L} 4 credits

Susan Van Dyne

M W F 1:10–2:30 p.m.

[265a Colonial Literature: Writing of the British Empire]

Study of formative imperial texts and issues from Victorian to mid-20th-century Britain. Concerns: how colonialism affected British culture, writers and intellectuals; how it gave rise to self-legitimations, anxieties and representations of otherness; how colonial literature both reflected and created dominant and pervasive ideas about race, culture, progress, history, education and gender; how this changed with war, modernism and decolonization. Fiction and non-fiction prose including women's journals and travel writings; debates on "sati" or widow-burning; sexuality and fantasies of the harem; Mill, Carlyle, Macaulay, Darwin, Arnold on slavery, education, evolution, culture; fiction by Kipling, Conrad, Forster, Waugh; some post-colonial criticism. To be offered in 1998–99. {L} 4 credits

Ambreen Hai

266a Postcolonial Literature

The literary and cultural aftermath of the British Empire in autobiography, fiction, poetry, film and essays from India, Africa and the Caribbean. The tension between national identity and the imperialist past; the use of the English language to describe non-English experience; the relation of politics to questions of literary form, agency and value; questions of gender, hybridity and diaspora. Readings in Rushdie, Achebe, Soyinka, Naipaul, Walcott,

Cliff and others. [3d] {L} 4 credits

Ambreen Hai

T Th 1–2:20 p.m.

[270a The King James Bible and Its Literary Heritage]

A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy, Frost and MacLeish. Recommended background: REL 210 and 220. {L} 4 credits

[274b History of Criticism]

Topic for 1998–99: The Quarrel between Poetry and Philosophy. [3e] {L/H} 4 credits

277b Introduction to Contemporary Literary Theory

An introduction to major theoretical questions and debates shaping the course of literary studies today, regarding what literature is, how literature is (to be) read, how literature functions within culture and society, how theory and literature may interact. Emphasis not on "approaches" but on questions of language and the "subject," constructions of gender, sexuality, race and culture, and relation of literature to ideology. Readings include the New Critics, Saussure, Foucault, Barthes, Derrida, Felman, Eagleton, Raymond Williams, Kristeva, Spivak, Gates, Sedgwick, Said and Morrison. Varying selections of fiction by writers such as Conrad, Joyce or Mary Shelley. Prerequisite: a college course in literature or permission of the instructor. [3e] {L} 4 credits

Ambreen Hai

T Th 1–2:20 p.m.

278a Writing Women

Topic for 1997–98: Writing and Publishing in 18th-Century Britain. In the 18th century, the idea of women writing for publication shifted from scandalous to accepted and commonplace, at least in certain genres and modes. What ideas about women's place and women's roles made it so difficult and dangerous for women to publish their works at the beginning of the period? How and why did these dominant ideas change? Why did the courtship or domestic novel become a predominantly "female" form? What was the relationship of

women writers to their male contemporaries?
 What was the relationship of working-class women
 writers to their upper-class patronesses? [3b] {L}
 4 credits
Elizabeth Harries
 T Th 10:30–11:50 a.m.

CLT 279a Women Writers of the Middle Ages
 [3a]
Nancy Mason Bradbury, Eglal Doss-Quinby
(French Language and Literature)
 M W 1:10–2:30 p.m.

Advanced Courses in Writing

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Wright Hall 101, submitted appropriate examples of her work and received permission of the instructor. Deadlines will be posted.

THE 261a Writing for the Theatre

THE 261b Writing for the Theatre

280a Advanced Essay Writing

A writers' group designed to encourage proficient students to look at their own and others' essays as works of art. Expertise in mechanical matters to be assumed from the start. Admission by permission of the instructor. [3e] {L} 4 credits

Ann Boutelle
 Th 1–2:50 p.m.

282a Writing Poetry

Admission by permission of the instructor. [3e] {L} 4 credits
Elizabeth Alexander
 T 3–4:50 p.m.

282b Writing Poetry

A repetition of 282a. Admission by permission of the instructor. [3e] {L} 4 credits
Elizabeth Alexander
 T 3–4:50 p.m.

284a Writing Short Stories

Admission by permission of the instructor. [3e] {L} 4 credits
Dean Albarelli
 T 3–4:50 p.m.

284b Writing Short Stories

A repetition of 284a. Admission by permission of the instructor. [3e] {L} 4 credits
Dean Albarelli
 T 3–4:50 p.m.

286b Reading and Writing Autobiography

Reading autobiography from a writer's perspective; thinking about strategy, style and structure; and experimenting with our own autobiographical writing. Admission by permission of the instructor. [3e] {L} 4 credits
Ann Boutelle
 T 1–2:50 p.m.

AMS 350a Seminar: Writing About American Society

AMS 351b Seminar: Writing About American Society

Third-Level Courses

Courses at the 300 level are either seminars or advanced offerings with prerequisites at the 200 level.

CLT 300a Contemporary Literary Theory

300b Seminar: A Major British or American Writer

Topic for spring 1998: Muriel Spark: Heir to Waugh and Greene. Spark stands today in the front rank of contemporary writers. A quick-witted, keen-eared, sharp-eyed satirist, Spark has—at the age of 78—just published her 20th novel, *Dreams and Reality*. In addition, she has written short stories, stage plays, radio plays, essays, biographies, poems, books for children and two parts of an autobiography-in-process, everything animated by her very particular viewpoint, a fusion of her religious faith and transcultural experience. This seminar will explore issues of gender, religion and

class in an effort to come to terms with the work of this contemporary woman writer to whom nothing seems impossible. [3d] {L} 4 credits

Robert Hosmer

T 1–2:50 p.m.

303a Seminar: American Literature

Topic for fall 1997: Landscape, Literature and Ecology. How have our most imaginative, critical and moral writers understood the American landscape? What have been their ideal visions for its use? How have our national myths about the land shaped its use and abuse? How might we better understand our position in it? What should gardens, parks and wildernesses be for? The seminar will focus on such questions as these in discussion of essays, poetry and fiction ranging from Thoreau's *Walden* (1854) to Terry Williams' *Refuge* (1992). Readings will include works by Wendell Berry, Rachel Carson, John McPhee and Edward Abbey along with selections from John Muir, Emily Dickinson, Robert Frost, Leslie Silko, Annie Dillard, Gary Snyder and others. [3d] {L} 4 credits

Dean Flower

Th 3–4:50 p.m.

303b Seminar: American Literature

Topic for spring 1998: Contemporary Poetry. An introduction to the varied world of contemporary American poetry and a close study of the work of five contemporary poets, such as Lucille Clifton, Li-Young Lee, Sharon Olds, Mary Jo Salter, Charles Simic. Please note that the final choice of poets will depend upon the schedule of readings in the Valley. Out-of-class activities will include such events as visiting a small press, attending poetry readings, attending the 75th anniversary of the Glascock competition at Mount Holyoke College. Prerequisite: a poetry-intensive course. [3d] {L} 4 credits

Ann Boutelle

Th 1–2:50 p.m.

CLT 315b The Primary Epic and Early National Legends

Craig R. Davis

T Th 10:30–11:50 a.m.

AAS 339b Seminar: American Fictions: Race and Ethnicity

342b Seminar: Studies in 19th-Century Literature

Topic for 1997–98: The Brontës. A study of the lives and works of the remarkable Brontë sisters and their shadowy brother, exploring the literary, cultural and familial circumstances which aided and impeded the development of their art. Novels, poetry and paintings by Charlotte Brontë, Emily Brontë, Anne Brontë and Branwell Brontë. [3c] {L} 4 credits

Cornelia Pearsall

T 3–4:50 p.m.

354a Seminar: Studies in 20th-Century Literature

Topic for fall 1997: Aesthetics and Politics in Post-war Britain. Artistic and critical concerns generated by the Welfare State. Readings from critical and social theory, drama, fiction. Discussion of documentary and feature films. [3d] {L} 4 credits

Luc Gilleman

W 7:30–9:30 p.m.; screening time T 3–4:50 p.m.

[372a Seminar: Satire]

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift and Pope to Byron, Waugh, West and Vonnegut. Prerequisite: at least one 200-level course in the English department. [3b] {L} 4 credits

378b Writing Women: Early Modern Women and the Art of Self-Fashioning

A consideration of a wide variety of texts by 17th-century women—diaries, letters and memoirs; poems (sonnets, personal and religious lyrics); drama; and prose fiction—with some of the following questions in mind: What self-conceptions or forms of self-representation shape these writings? To what extent are these texts informed by external considerations or genres—by romance, religious autobiography, poetic or narrative conventions—or by expectations of an ending? What kinds of assumptions or preconceptions does the modern reader bring to these texts? 4 credits

Sharon Seelig

T Th 1–2:20 p.m.

400a Special Studies

1 to 4 credits

400b Special Studies

1 to 4 credits

408d Special Studies

8 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Jefferson Hunter.

First-year students contemplating a major in English are advised to begin their work either by taking ENG 120a followed by 180b or 190b, or, if qualified, by taking GLT 291a and 292b, or ENG 200d. Each of these courses counts toward the major. We recommend that those qualified students who elect GLT 291a and 292b, or ENG 200d, in their first year also take 180 or 190.

Requirements:

1. 200d;
2. Semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223) and Milton (228);
3. Eight additional courses, including one semester course from four of the following five areas:
 - a. Medieval or Renaissance;
 - b. British or American from 1660 to 1830;
 - c. British or American from 1830 to 1914;
 - d. British, American, or Commonwealth since 1914;
 - e. Writing, History of the Language, or Critical Theory.

Up to two courses in film, a foreign literature or comparative literature, or dramatic literature offered through the theatre department may count toward the major.

GLT 291a and 292b count toward the major.

Up to two advanced writing courses may count toward the major. Only one colloquium (120a or b) may count toward the major. English 101 does not count. No course counting toward the major may be taken for an S/U grade.

Students considering careers in English should be aware that most doctoral programs require a reading knowledge of two other languages.

The Minor

Advisers: Same as for the major.

The minor in English consists of five courses: a two-semester basis (ENG 200d; GLT 291a and 292b; or ENG 246 and 248), plus three other English courses above the 100 level chosen in consultation with the minor adviser.

Honors

Director: William Oram.

430d Thesis

8 credits

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due a week after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

Graduate

580a Graduate Special Studies

Independent study for graduate students. Admission by permission of the Chair. 4 credits

580b Graduate Special Studies

4 credits

580d Graduate Special Studies

8 credits

Environmental Science

Director

Thomas S. Litwin, Adjunct Associate Professor of Biological Sciences

Advisers

Elliot M. Fratkin, Associate Professor of Anthropology
John Burk, Professor of Biological Sciences
Robert B. Merritt, Professor of Biological Sciences
Paulette Peckol, Professor of Biological Sciences
†Philip D. Reid, Professor of Biological Sciences
**Stephen G. Tilley, Professor of Biological Sciences

George M. Fleck, Professor of Chemistry
Robert G. Linck, Professor of Chemistry
Petra N. Turowski, Assistant Professor of Chemistry
Mark Aldrich, Professor of Economics
Randall Bartlett, Professor of Economics
John B. Brady, Professor of Geology
†H. Robert Burger, Professor of Geology
*H. Allen Curran, Professor of Geology
Robert M. Newton, Professor of Geology
Richard E. White, Professor of Astronomy (and Public Policy)

[Courses in brackets will not be offered during the current year.]

The environmental science minor is designed for students with a serious interest in environmental issues and a strong commitment to scientifically based problem solving. Students must satisfy the prerequisites for all courses included in their minor program.

The minor consists of six courses chosen with the guidance and approval of an environmental science minor adviser. Requirements include courses in environmental chemistry, ecology, geology, and public policy or environmental economics. Completion of a senior seminar or special studies course in environmental science is also required. A course in statistics (e.g., MTH 245a or the equivalent) is recommended.

EVS 300b Seminar in Environmental Science

Examination of the impact of human populations on natural systems, the development of environmental problems and the use of environmental science in policy creation. Case studies are used to explore the translation of scientific theory and research into policy and regulation. Topics include landscape ecology, natural system perturbation, conservation biology, sustainability, pollution, environmental health risk assessment, natural resource economics and the formulation of environmental policy. There will be a one-day weekend field trip. Prerequisite: all courses completed or concurrent for the environmental sciences minor or by permission of the instructor. {S/N} 4 credits
Thomas Litwin
T Th 9–10:20 a.m.

Requirements: six courses, no more than three of which can be taken at other institutions, including CHM 111a and a Special Studies or senior seminar (EVS 300). Also required is one course in each of the

following fields of environmental science chosen in consultation with the minor adviser:

CHEMISTRY

CHM 150b Environmental Chemistry
CHM 347a Instrumental Methods of Analysis

ECOLOGY

BIO 206a Conservation of Natural Resources
BIO 260a Principles of Ecology and lab
BIO 264a Marine Ecology and lab
BIO 356a Plant Ecology and lab

GEOLOGY

GEO 108b Oceanography
GEO 109a The Environment
GEO 111a/b Introduction to Earth Processes and History
GEO 301a Aqueous Geochemistry
[GEO 309a Groundwater Geology]
[GEO 311a Environmental Geophysics]

SOCIAL SCIENCES

ANT 342a Topics in Anthropology: Population, Environment and Development
ECO 224b Environmental Economics
[PPL 254b Agricultural Public Policy in the United States]
PPL 260b Global Change: Scientific Basis and Policy Challenges of Ozone Depletion and the Greenhouse Effect
[PPL 303b Seminar in Public Policy of Marine and Coastal Resources]

Appropriate Five College courses or courses taken at other institutions and through summer and/or semester-away programs may be counted for the minor with approval of the adviser.

Ethics

Advisers

*Thomas S. Derr, Professor of Religion and Biblical Literature, *Director*

Myron Peretz Glazer, Professor of Sociology

Malcolm B.E. Smith, Professor of Philosophy

Elizabeth V. Spelman, Professor of Philosophy

Kathryn Pyne Addelson, Professor of Philosophy

[Courses in brackets will not be offered during the current year.]

This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222a and any other four courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

[PHI 235b	Morality, Politics and the Law]
[PHI 245b	Philosophy of Law: Property]
PHI 304a	Colloquium in Applied Ethics: Philosophy and the Criminal Law
[REL 250a	Social Ethics I]
REL 251b	Social Ethics II
[REL 353a	Seminar: Medical Ethics]
REL 354b	Seminar: Business Ethics
SOC 203b	Qualitative Methods
[SOC 211a	Ethical Issues in Social Organizations]

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

Exercise and Sport Studies

Professors

Donald Steven Siegel, Ed.D.
James H. Johnson, Ph.D., *Chair*

Associate Professors

† Barbara Brehm-Curtis, Ed.D.
† Christine M. Shelton, M.S.

Instructor

Jane M. Stangl

Lecturers

Tim Bacon, M.A.
Donna Betancourt
Kim Bierwert
Jacqueline Blei, M.S.
Crane W. Cesario
Richard Cesario
Carla Coffey, M.A.
Theresa Collins, M.S.
Christine Davis, M.S.

Louise Goodrum, M.S.

Lisa Harvey
Bonnie May, M.S.
Deborah Neubauer
Mary O'Carroll, M.S.
Lynn Oberbillig, M.B.A.
Suzanne Payne, M.Ed.
Nancy Rothenberg
David Stillman
Judy Strong
Karin Tamms

Teaching Fellows

Michele Dombrowski
Malcolm Dunn
Elizabeth Graham
Kristen Mermagen
Andrea Razi
Amy Rowland
Martha Taylor
Julie Wienski

[Courses in brackets will not be offered during the current year.]

Theory Courses

100a Introduction to Exercise and Sport Studies

An exploration of psycho-biological concepts as applied to the active individual. This course examines the integration of activity into one's lifestyle. Historical questions are studied. 4 credits
Kristen Mermagen and Members of the Department
T Th 10:30–11:50 a.m.

130b Stress Management

The physical and psychological components of stress, identification of personal stress response patterns, and techniques for daily stress management. Enrollment limited to 20. 1 credit
Tim Bacon
T 1–2:50 p.m.

[150b Nutrition and Health]

An introduction to the science of human nutrition. We will study digestion, absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will include diet and physical fitness, weight control, vegetarianism and women's nutrition concerns. High school chemistry recommended but not required. To be offered in 1998–99. {N} 4 credits

175j Applied Exercise Science

A combined theory and performance course concerning the application of exercise science to the exercising adult. Training principles, therapeutic

exercise, exercise prescription and fitness evaluation are covered. This course may be of particular interest to individuals who plan to work in a health setting. Enrollment limited to 20. (E) {N} 2 credits

Kristen Mermagen

To be arranged

200b Sport: In Search of the American Dream

A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic and/or sexual oppression in the athletic arena. {H/S} 4 credits

Donald Siegel and Jane Stangl

T Th 10:30–11:50 a.m.

IDP 208a Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion and cardiovascular disease. Emphasis will be primarily on biological aspects of these topics. {N} 4 credits

Leslie Jaffe (Biology)

T Th 10:30–11:50 a.m.

210a Kinesiology

Anatomical and mechanical bases of human motion with emphasis on applied anatomy, mechanics and qualitative analysis of exercise, sport and dance. {N} 4 credits

James Johnson

M W F 11 a.m.–12:10 p.m.

[215a Physiology of Exercise]

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 104 or BIO 111, or permission of the instructor. To be offered in 1998–99. {N} 4 credits

[220b Psychology of Sport]

An examination of sport from a psychological per-

spective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111. To be offered in 1998–99. {S} 4 credits

[340b Current Research in Health Science]

A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14. To be offered in 1998–99. {N} 4 credits

400a Special Studies

1 to 4 credits

400b Special Studies

1 to 4 credits

Performance Courses— Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Normally students must take partial credit courses in addition to a full course load. No course may be repeated for credit.

[901a Aerobic Dance]

Choreographed dance routines to music. 1 credit

901b Aerobic Dance

A repetition of 901a. 1 credit

Rosalie Constantilos

T Th 3–3:50 p.m.

[905a Badminton]

The development of badminton skills, principles, evolution, strokes and strategy. Enrollment limited to 16. 1 credit

905b Badminton

A repetition of 905a. 1 credit

Martha Taylor

M W 1:10–2 p.m.

[905j Badminton]

1 credit

910a Bicycling

An introduction to the theory and practice of bicycling for fun and fitness. This course will include information on cycling technique and bicycle touring. It will meet for the first seven weeks of the semester for two sessions per week. Prerequisite: ability to ride at least 15 miles in less than 90 minutes, and access to a suitable bicycle. 1 credit

Andrea Razi

T Th 1–2:50 p.m.

915a Canoeing

An introduction to solo and tandem paddling. Paddling and touring skills are taught in this course. Touring skills include map reading, packing, equipment, cooking and portaging. Students learn mostly flatwater paddling skills. This class meets for the first eight weeks of the fall semester. Prerequisite: satisfactory swimming skills. 1 credit
Sec. a: *Malcolm Dunn*, T 1–2:50 p.m. Enrollment limited to 12.

Sec. b: *Malcolm Dunn*. Content is similar to section “a” except most work will be covered during a four-day canoe trip during Fall Break. Enrollment limited to nine. Classes meet the first three Fridays (2:40–4 p.m.) and during Fall Break from 2:40 p.m. Friday, October 10 until Tuesday, October 14.

916b Whitewater Canoeing

An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers during the spring and meets for the last six weeks of the spring semester. Prerequisite: 915a or permission of the instructor, plus satisfactory swimming skills. Enrollment limited to 10. *Classes begin*

March 23. 1 credit

James Johnson

F 1:10–4 p.m.

917a Kayaking

An introduction to flat and whitewater solo kayaking. This class begins in the pool with kayak rolling, moves to Paradise Pond for basic paddling skills, and progresses to local fast water rivers. Students should expect to run Class II rapids and to spend at least two weekend days on the river. Prerequisite: satisfactory swimming skills. Enrollment limited to eight per section. 1 credit

Mike Zabre

Sept. 9, 16, 18, 3–4:50 p.m.; Sept. 21, 28, 9 a.m.–5 p.m.

920b Emergency Care

The ultimate goal is to teach emergency medical care that will enable the student to a) recognize symptoms of illness and/or injuries; b) implement proper procedures; c) administer appropriate care; d) achieve and maintain proficiency in all skills; e) be responsible and behave in a professional manner; f) become certified in Community First Aid and CPR. Enrollment limited to 14. 2 credits

Louise Goodrum

T Th 9–10:20 a.m.

925a Beginner Equitation

A course to introduce the rider to horses and horsemanship, including basic skills in hunter seat equitation. A fee is charged. Students must attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit

Suzanne Payne, Lisa Harvey, Karin Tamms

To be arranged

925b Beginner Equitation

A repetition of 925a. A fee is charged. Students must attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit

Suzanne Payne, Lisa Harvey, Karin Tamms

To be arranged

926a Low Intermediate Equitation

A course to improve basic skills in hunter seat equitation at the walk, trot, canter, and to introduce jumping. A fee is charged. Students must attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit

Suzanne Payne, Lisa Harvey, Karin Tamms

To be arranged

926b Low Intermediate Equitation

A repetition of 926a. A fee is charged. Students must attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit

Suzanne Payne, Lisa Harvey, Karin Tamms

To be arranged

927a Intermediate Equitation

A course to develop proficiency in the skills and techniques in hunter seat equitation on the flat and over simple jumping courses. A fee is charged. Students must attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit

Suzanne Payne, Lisa Harvey, Karin Tamms

To be arranged

927b Intermediate Equitation

A repetition of 927a. A fee is charged. Students must attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit

Suzanne Payne, Lisa Harvey, Karin Tamms

To be arranged

928a Advanced Equitation

A course which applies the skills and techniques in hunter seat equitation on the flat or dressage and advanced work over fences to horses of all types. Focus on communication with horse and effectiveness in riding. A fee is charged. Students must attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit

Suzanne Payne, Lisa Harvey, Karin Tamms

To be arranged

928b Advanced Equitation

A repetition of 928a. A fee is charged. Students must attend registration session, to be announced in *AcaMedia*. For further information call Suzanne Payne, ext. 2734. 1 credit

Suzanne Payne, Lisa Harvey, Karin Tamms

To be arranged

930a Fencing (Beginning)

The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing.

Enrollment limited to 20 per section. 1 credit

Jacqueline Blei

a: T Th 9–9:50 a.m.

b: T Th 10:30–11:20 a.m.

930b Fencing (Beginning)

A repetition of 930a. 1 credit

Jacqueline Blei

T Th 9–9:50 a.m.

932b Fencing (Intermediate)

Development of compound attack and defense based on a combination of disengage, beat, lateral parries and reposte. Circle parries, binds and the concept of remise and reprise will also be presented. Prerequisite: 930a or b or permission of the instructor. Enrollment limited to 16. 1 credit

Jacqueline Blei

T Th 10:30–11:20 a.m.

933a Beginning Golf

An introduction to the game of golf. This course will teach the basic mechanics of the swing as well as correct club selection, putting, chipping, golf rules and golf etiquette. Field trip to a golf course may be scheduled. Equipment is provided. Enrollment limited to 16 per section. 1 credit

a: *To be announced*, M W F 11 a.m.–noon

b: *Theresa Collins*, M W 1–2:30 p.m.

Fall: Course will meet first seven weeks of the semester.

933b Beginning Golf

A repetition of 933a. Enrollment limited to 16 per section. 1 credit

a: *To be announced*, M W F 11 a.m.–noon

b: *Theresa Collins*, M W 1–2:30 p.m.

Spring: Course will meet last six weeks of the semester. Classes begin March 23.

935a Outdoor Skills I

This course is designed to introduce the fundamental elements of canoeing, orienteering, hiking and outdoor living. Students will learn how to plan for each activity, including equipment, safety and nutrition. Students will also master basic skills to enhance their enjoyment of the outdoors. Students should plan for at least one overnight trip. Enrollment limited to 14. 2 credits

James Johnson

T 3–4:50 p.m.

935b Outdoor Skills I

A repetition of 935a. 2 credits

Malcolm Dunn

W 1:10–3 p.m.

940a Physical Conditioning

The theory and performance of general conditioning and the basic principles of exercise. Enrollment limited to 20 per section. 1 credit

a: *Andrea Razi*, M W 8–8:50 a.m.

b: *Martha Taylor*, M W 2:40–3:40 p.m.

c: *Andrea Razi*, T Th 2–3 p.m.

940b Physical Conditioning

A repetition of 940a. 1 credit

a: *Elizabeth Graham*, M W 8–8:50 a.m.

b: *Andrea Razi*, M W 2:40–3:40 p.m.

c: *Elizabeth Graham*, T Th 2–3 p.m.

945a Rowing

An introduction to crew and sculling techniques. A variety of boats will be utilized including singles, doubles and fours. Classes will be taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills. Enrollment limited to 12 per section. 1 credit

Elizabeth Graham

a: M W 1:10–2:30 p.m.

b: T Th 10:30–11:50 a.m.

Fall: Course will meet first seven weeks of the first semester.

945b Rowing

A repetition of 945a. 1 credit

Elizabeth Graham

M W 1–2:30 p.m.

Spring: Course will meet final six weeks of the spring semester. Classes begin March 23.

950a Self-Defense I

Progressive development of physical and mental self-defense skills and strategies. Personal protection awareness, situation evaluation and effective communication will be emphasized. Other topics include assertiveness training, date rape and personal defense weapons. Enrollment limited to 20 per section. 1 credit

a: *Crane Cesario*, M 7:30–9:10 p.m.

b: *Donna Betancourt*, T Th 9–9:50 a.m.

c: *Nancy Rothenberg*, T 1–2:50 p.m.

950b Self-Defense I

A repetition of 950a. Enrollment limited to 20 per section. 1 credit

a: *Crane Cesario*, M 7:30–9:10 p.m.

b: *Nancy Rothenberg*, T 1–2:50 p.m.

950j Self-Defense I

Enrollment limited to 25. 1 credit

To be announced

To be arranged

952b Self-Defense II

Further development of self-confidence and skills learned in 950a or b. Verbal confrontation training and defense against a variety of threatening situations. Precautionary measures will be emphasized. Prerequisite: 950a or b, or permission of the instructor. Enrollment limited to 20. 1 credit

Donna Betancourt

T Th 8–8:50 a.m.

[952j Self-Defense II]

Enrollment limited to 20. 1 credit

955a Self-Paced Fitness

Introduction to the principles and methods of training to improve aerobic endurance. Students are tested for fitness level at the beginning and end of the semester. Each student designs and follows an individualized aerobic conditioning program. Enrollment limited to 20. 1 credit

Carla Coffey

T 10:30–11:50 a.m.

955b Self-Paced Fitness

A repetition of 955a. Enrollment limited to 20. 1 credit

To be announced

T 10:30–11:50 a.m.

960a Squash (Beginning)

Basic strokes, rules, equipment, game tactics and strategy. The history and traditions of squash. Enrollment limited to 12 per section. 1 credit

Donald Siegel

T Th 2–2:50 p.m.

960b Squash (Beginning)

A repetition of 960a. Enrollment limited to 12. 1 credit

a: *Bonnie May*, M W 11–11:50 a.m.

b: *Amy Rowland*, T Th 2–2:50 p.m.

[960j Squash (Beginning)]

1 credit

[962a Squash (Intermediate)]

Development of accuracy and skill in executing shots and variety of serve and return of serve. Emphasis will be on strategy and tactics. Prerequisite: permission of the instructor. Enrollment limited to 12. 1 credit

962b Squash (Intermediate)

A repetition of 962a. Enrollment limited to 12. 1 credit

Tim Bacon

T Th 10:30–11:20 a.m.

970a Swimming (Beginning)

A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and passage of the Smith College swimming test. Limited to 12 novice or non-swimmers. 1 credit

Malcolm Dunn

T Th 2–2:50 p.m.

971b Advanced Beginning Swimming

This course will focus on the improvement of swimming skills. Performance goals include being able to swim at least three different strokes at ARC level IV and swim at least 18 lengths of the pool in 30 minutes. Prerequisites: ability to swim at least two lengths of the pool. Enrollment limited to 14. 1 credit

Andrea Razi

M W 10–10:50 a.m.

972a Swimming (Intermediate)

Theory and performance of swimming. Swimming techniques including strokes, turns and survival methods. Enrollment limited to 18. 1 credit

Mary O'Carroll

M W 11–11:50 a.m.

[972b Swimming (Intermediate)]

A repetition of 972a. 1 credit

973b Swim Conditioning

Swimming workouts to improve physical fitness. Stroke improvement, exercise program design and a variety of aquatic training modalities will also be included. Intermediate swimming ability required. Enrollment limited to 20. 1 credit

Mary O'Carroll

M W 11–11:50 a.m.

975a Springboard Diving

The understanding of the principles and development of diving skills. Development of skills necessary to perform at least 10 different dives from five categories. Enrollment limited to eight. 1 credit

Nicole Huber

M W 2:40–3:30 p.m.

975b Springboard Diving

A repetition of 975a. Enrollment limited to eight. 1 credit

Nicole Huber

M W 2:40–3:30 p.m.

976a SCUBA Diving

The use and care of equipment, safety and the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the instructor. Enrollment limited to 24. 1 credit

David Stillman

W 7:30–10 p.m.

976b SCUBA Diving

A repetition of 976a. 1 credit

David Stillman

W 7:30–10 p.m.

978a Lifeguard Training

American Red Cross Certification in Lifeguard training including First Aid and CPR for the Professional Rescuer plus Waterfront Lifeguard Module: aquatic rescue and lifeguarding skills. Prerequisites: 500-yard swim using crawl, breast and side strokes; retrieval of 10-pound brick from seven-foot depth; and treading water for two minutes using legs only. Enrollment limited to 12. 2 credits

Kim Bierwert

T Th 10:30–11:50 a.m.

978b Lifeguard Training

A repetition of 978a. 2 credits

To be announced

T Th 10:30–11:50 a.m.

979b Water Safety Instructor

Instruction in techniques, theory and teaching methods of swimming to prepare participants to teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: rescue and safety skills, and swimming skills (crawl stroke, elementary backstroke, side-stroke, breaststroke, survival stroke and surface dive) at ARC Level VI proficiency. Enrollment limited to 15. 2 credits

Kim Bierwert

T Th 9–10:20 a.m.

980a Tai Chi

An introduction to the Chinese martial art that was developed more than 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health and self-defense applications. No prerequisites. Enrollment limited to 20. 1 credit

Richard Cesario

a: M W 8–8:50 a.m.

b: T Th 8–8:50 a.m.

980b Tai Chi

A repetition of 980a. 1 credit

Richard Cesario

a: M W 8–8:50 a.m.

b: T Th 8–8:50 a.m.

981a Tennis (Beginning)

The development of tennis skills, principles, evolution, strokes and strategy. Enrollment limited to 16 per section. 1 credit

a: *Amy Rowland*, M W 8–8:50 a.m.

b: *Judy Strong*, M W 10–10:50 a.m.

c: *Martha Taylor*, M W 1:30–2:20 p.m.

d: *Amy Rowland*, T Th 2–2:50 p.m.

981b Tennis (Beginning)

A repetition of 981a. 1 credit

a: *Martha Taylor*, M W 8–8:50 a.m.

b: *Judy Strong*, M W 10–10:50 a.m.

c: *Amy Rowland*, M W 2:40–3:30 p.m.

d: *Martha Taylor*, T Th 10:30–11:20 a.m.

982a Tennis (Intermediate)

The development of stroke production, shot direction and selection, and basic singles and doubles strategy.

Enrollment limited to 16 per section. 1 credit

a: *Donald Siegel*, M W 11–11:50 a.m.

b: *To be announced*, T Th 3–3:50 p.m.

982b Tennis (Intermediate)

A repetition of 982a. 1 credit

a: *Donald Siegel*, M W 1:30–2:20 p.m.

b: *Amy Rowland*, T Th 3–3:50 p.m.

985b Tennis (Advanced)

A repetition of 985a. 1 credit

Christine Davis

T Th 2–2:50 p.m.

990a Yoga

Yoga postures, breathing and philosophy. Designed to give students an opportunity to explore movement and breathing patterns in an effort to strengthen the mind-body connection. Enrollment limited to 20 per section. 1 credit

Deborah Neubauer

a: T 1–2:50 p.m.

b: Th 1–2:50 p.m.

c: Th 3–4:50 p.m.

990b Yoga

A repetition of 990a. 1 credit

Deborah Neubauer

a: T 1–2:50 p.m.

b: Th 1–2:50 p.m.

992b Yoga (Experienced)

The yoga of B.K.S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in 990. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: 990. Enrollment limited to 20. 1 credit

Deborah Neubauer

Th 3–4:50 p.m.

Performance Courses— Noncredit

X10 Aerobic Dance

fall a: M W 7:30–8:20 p.m.

b: T Th 5–5:50 p.m.

c: F 2:30–3:20 p.m.

spring a: M W 7:30–8:20 p.m.
 b: T Th 7:30–8:20 p.m.
 c: F 2:30–3:20 p.m.

Riding

In addition to riding classes for credit, noncredit riding instruction and participation in competitive riding are available at Smith College. A fee is charged for these courses, payable at registration each semester. Further information may be obtained from Suzanne Payne, director of riding/team coach, extension 2734.

The Minor in Exercise and Sport Studies

Adviser: James H. Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six courses including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. Only four performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

Graduate Courses

Adviser: Donald Siegel.

501a Seminar in Administration of Athletic Teams

The administration of sport and athletic teams is the major focus of this course. The course focuses on planning, organization, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506. 2 credits

Lynn Oberbillig

To be arranged

502b Seminar in Philosophy and Ethics of Coaching

Selected topics in the philosophy of sport as they relate to coaching. Drawing on readings from contemporary sources, the course will examine beliefs about the value of competitive sport in higher education and the implication for coaches. 2 credits

To be announced

To be arranged

[504b Current Issues in Coaching]

This seminar is designed to explore current social, political, educational and economic issues which confront coaches and their players. Issues will be introduced through readings and presentations by coaches from area schools. Undergraduate students admitted with permission of the instructor.

To be offered in 1998–99. 2 credits

505a Theoretical and Practical Foundations of Coaching

Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. 2 credits

Lynn Oberbillig and Jane Stangl

To be arranged

505b Theoretical and Practical Foundations of Coaching

A repetition of 505a. 2 credits

Lynn Oberbillig and Jane Stangl

To be arranged

506a Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport.

Prerequisite: 505a or b. 2 credits

Lynn Oberbillig and Jane Stangl

To be arranged

506b Advanced Practicum in Coaching

A repetition of 506a. 2 credits

Lynn Oberbillig and Jane Stangl

To be arranged

507a Colloquium in Critical Thinking and Research in Coaching

A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the athletic department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be re-

peated for credit. 1 credit

Bonnie May

To be arranged

507b Colloquium in Critical Thinking and Research in Coaching

A repetition of 507a. 1 credit

Members of the Department and Coaches

F 10–11:15 a.m.

510b The Anatomical and Mechanical Analysis of Movement

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or biomechanics. {N} 4 credits

James Johnson

M W F 9–9:50 a.m.

[515b Exercise Physiology]

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition and evaluation of physical work capacity. Prerequisite: 215a or undergraduate exercise physiology. To be offered in 1998–99. {N} 4 credits

[530a Research and Statistical Methods for Exercise and Sport Studies]

Quantitative and qualitative evaluation in exercise and sport studies, including statistical methods and the computer as a research tool. To be offered in 1998–99. {M} 4 credits

540a Microcomputers in Exercise and Sport Studies

Examination of computer utilization in the organization and administration of physical activity programs. Major course components include: (a) wordprocessing, (b) graphics and animation, (c) spreadsheets, (d) databases, (e) biomechanical analysis, (f) nutritional and health analysis, (g) computer assisted learning and (h) Internet resources. {M} 4 credits

Donald Siegel

T Th 9–10:20 a.m.

550a Women in Sport

A course documenting the role of women in sport as parallel and complementary to women's place

in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary and future perspectives and issues in women's sport. Offered in alternate years. Admission of undergraduates by permission of the instructor. {S} 4 credits

Jane Stangl

To be arranged

[565a Seminar in Skill Acquisition and Performance]

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. To be offered in 1998–99. {N} 4 credits

570b Seminar in Sport Psychology

An examination of sport from a psychological perspective. Topics include group processes, imagery, leadership, motivation, perceived exertion, personality, self-efficacy, social facilitation and the effect of stress on performance. Students are required to do independent research. {S} 4 credits

Donald Siegel

T Th 9–10:20 a.m.

[575b Sports Medicine: Concepts in Care and Prevention of Athletic Injury]

Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. To be offered in 1998–99. {N} 2 credits

580a Special Studies

Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning or other approved topics. Hours scheduled individually. 1 to 4 credits

Members of the Department

580b Special Studies

1 to 4 credits

590a Thesis

4 credits

590b Thesis

4 credits

590d Thesis

8 credits

Film Studies

Assistant Professors

Ben Singer, Ph.D., *Director*

Crystal A. Griffith, M.F.A. (Five College Visiting Assistant Professor of Film/Video Production)

Lecturers

¹Michael Zryd, M.A.

²Justin West, M.F.A.

Advisers

Dean Flower, Professor of English Language and Literature

Barbara Kellum, Associate Professor of Art

Hans R. Vaget, Professor of German Studies and of Comparative Literature

[Courses in brackets will not be offered during the current year.]

200a Introduction to Film Studies

An examination of the dominant model of Classical Hollywood cinema in comparison with modernist and non-Western forms based on alternative principles of time, space, continuity and story-telling. Students gain mastery of terms, concepts and methods necessary for the analysis of visual style, sound, narration and formal structure. The course will also introduce some of the central debates in film theory relating to the nature of the photographic image, ideology, psychoanalysis and feminism. Screening fee. {A} 4 credits

Ben Singer

W 2:40–4 p.m., Th 3–4:50 p.m.; screening time W 7:30–9:30 p.m.

GER 230b Topics in German Cinema

Topic for 1997–98: German Cinema and the Third Reich (1933–1945). This course will focus on a set of films that have come to be regarded as emblematic of the Third Reich; for comparison, we will also draw on some relevant American films. Topics to be investigated: popular and high culture in Nazi Germany; ideology and spectacle; entertainment and propaganda; the “Volk” and the Other; anti-Semitism and xenophobia; constructions of masculinity and femininity; Hitler and the cinematic imagination; cinema and history. Films: *Hitler Youth Quex*; *The Triumph of the Will*; *Requiem Concert*; *Jew Suss*; *The Great Dictator*; *The Seventh Cross*; *Munchhausen*; *Kolberg*; *The Wonderful and Horrible Life of Leni Riefenstahl*. In English. Screening fee. {L/H/A} 4 credits

Hans R. Vaget

M W 1:10–2:30 p.m.; screening time T 1–2:50 p.m.

[231b Major Directors]

{A} 4 credits

241a Genre/Period

Topic for 1997–98: American Cinema and Culture from the Depression to the Sixties. A survey of four decades of American cinema, narrative, documentary and avant-garde, examining how changes in film content and style are symptomatic of major shifts in American culture. Spanning the “Golden Age” of Depression-era Classical Hollywood genre cinema to the break-up of the studio system in the 1960s, the course will look at the role of World War II in transforming American attitudes to civic and foreign politics; social and political shifts in power in relation to class, gender and race; and ideological debates around populism, patriotism, labor activism, feminism, liberalism and the Red Scare. Screening fee. {A/H} 4 credits

Michael Zryd

M W 2:40–4 p.m.; screening time T 3–4:50 p.m.

241b Genre/Period

Topic for 1997–98: Japanese Cinema. A survey of the history of Japanese cinema, analyzing films both as social texts reflecting aspects of Japanese identity and culture, and as aesthetic texts both influenced by and distinct from Western models of filmmaking. Classical films by Kinugasa, Ozu, Mizoguchi, Kurosawa and Naruse are studied,

along with the 1960s, new wave and more recent popular-culture works in horror, comedy and "anime." Two required screenings each week. Prerequisite: FLS 200a. Screening fee. **{A/H}**
Ben Singer
 T Th 1:30–2:50 p.m.; screenings M W 7:30–9:30 p.m.

FRN 244a French Cinema: New Trends, New Styles

In French. Screening fee. 4 credits

Martine Gantrel

T Th 10:30–11:50 a.m.; screening time W 7:30–9:30 p.m., Th 3–4:50 p.m.

245b British Film and Television

A survey of the British cinema from the Thirties to the present day, with some attention to literary parallels and literary adaptations, and with a look at recent television drama. Works by the early Hitchcock, Grierson and other documentary artists, Powell and Pressburger, Carol Reed, Richardson and other filmmakers of the Free Cinema, Lindsay Anderson, Stephen Frears and Mike Leigh; film versions of Shakespeare by Olivier and Branagh; Ealing comedies; the screen version of Pinter's *Betrayal*; television plays by Alan Bennett and the television serial *The Singing Detective* by Dennis Potter. Readings in Orwell, Woolf, Greene, Shakespeare and Ishiguro. Prerequisite: at least one college course in English literature or film, or permission of the instructor. **{L/A}** 4 credits

Jefferson Hunter

M W F 11 a.m.–12:10 p.m.; screening times T 3–4:30 p.m., Th 7:30–9:30 p.m., or by arrangement

280a Video Production Workshop: From Nuts and Bolts to Video Art

This course provides students with the basic technical, aesthetic and theoretical skills (story, structure, lighting, camera, sound and editing) needed to realize their vision and make video art. The course emphasizes collaborative work and personal narratives as students examine the work of independent video/filmmakers. Prerequisite: 200a (which may be taken concurrently). Admission by permission of the instructor. Enrollment limited to 16. Subject to the approval of the Committee on Academic Policy. **{A}** 4 credits

Crystal A. Griffith

T Th 1–2:50 p.m.; screening time T 3–4:50 p.m.

281b Video Production Workshop: Narrative

This course provides students with basic production skills (camera, lighting, sound, story structure, editing) with an emphasis on narrative.

Course work includes both group and individual production projects in the context of a close study of narrative film technique. Each student will produce a short individual work. Prerequisite: 200a. Enrollment limited to 16. **{A}** 4 credits

Justin West

M W 7:30–9:30 p.m.

282b Studies in the Moving Image: Representation, Activism, Obsession

An advanced video production course for the activist, the intrigued or the obsessed. Particular attention will be paid to studying the theoretical foundations and works of independent video/filmmakers engaged in the struggle to create liberational, "alternative" representations of those "othered" by the lens of dominant cinema. Students will work on individual and collaborative projects. Prerequisite: FLS 281. Enrollment limited to 12. Screening fee. (E) Subject to the approval of the Committee on Academic Policy. **{A}** 4 credits

Crystal A. Griffith

M W 1:10–4 p.m.

ARH 280b Film and Art History (C)

Topic for 1997–98: En-Gendering Stardom: The Construction of Female and Male Personae in Hollywood Film. 4 credits

Barbara Kellum

T Th 9–10:20 a.m.; screening time M 7–9 p.m.

[310b Hypermedia Theory and Practice: Explorations in Film Analysis]

Working with authoring software in a multimedia lab, students create hypermedia projects focusing on topics in film history, aesthetics or theory. Students will acquire technical know-how, explore design issues and assess hypermedia's promise as a pedagogic tool in film studies. Readings and discussions examine recent critical and theoretical writings about hypermedia, including questions of hypermedia's relation to contemporary literary and cultural theory. No background in computer programming is required. Laboratory fee. Prerequisite: 200a or the equivalent, or two other film studies courses. Enrollment limited to eight. 4 credits

ITL 342a Italian Cinema*Anna Botta*

Th 1–3:40 p.m.; screening time M 7:30–9:30 p.m.; second screening to be arranged

350a Questions of Cinema

Topic for 1997–98: Film and Other Arts. A selective study of the artistic and philosophical traditions investigating film's relation to both the traditional arts (drama, music, novel, poetry, painting, architecture) and popular culture (entertainment, spectacle, fairground, ritual). Film as uniquely "modern" art of the 20th century; film as the culmination of ancient traditions of realism or illusionism; film as synthesis (or postmodern collage) of the arts. In examining critical writings and manifestos, the course will address issues of adaptation, form and appropriation in narrative, experimental, documentary and cross-media cinema. Permission of the instructor required. **{A/L}** 4 credits

Michael Zryd

M W 7:30–10 p.m. (includes screening)

[AAS 350b Seminar: Race and Representation: African-Americans in Film]

351b Film Theory

This seminar explores main currents in film theory, including formalist, realist, structuralist, psychoanalytic, feminist, poststructuralist, cognitivist and cultural-contextualist approaches to questions regarding the nature, function and possibilities of cinema. The course is designed as an advanced introduction and assumes no prior exposure to film theory. Screening fee. Fulfills film theory requirement for the minor. Prerequisite: 200a or the equivalent. **{A}** 4 credits

Ben Singer

Th 7:30–9:30 p.m.; screening time Th 3–4:50 p.m.

GOV 366a Seminar: Ideology, Culture and Politics

4 credits

Philip Green

Sec. I: T 1–2:50 p.m.

Sec. II: Th 3–4:50 p.m.

Films shown T 3–4:50 p.m. and W 7:30–10 p.m. (both showings required)

404a Special Studies

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Minor

Adviser: Ben Singer.

The Film Studies Program offers the opportunity for in-depth study of the history, theory and criticism of film and other forms of the moving image. The program's primary goal is to expose students to a wide range of cinematic works, styles and movements in order to cultivate critical understanding of the medium's significance as an art form, as a means of cultural and political expression and as a reflection of social ideologies and mentalities.

Requirements: six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

FLS 200a Introduction to Film Studies
FLS 351b Film Theory

Electives:

ARH 280b Film and Art History
[FLS 231b Major Directors]
FLS 241a Genre/Period
FLS 241b Genre/Period
FLS 245b British Film and Television
FLS 280a Video Production Workshop
FLS 281b Video Production Workshop
FLS 282b Studies in the Moving Image
[FLS 310b Hypermedia Theory and Practice]
FLS 350a Questions of Cinema
FRN 244a French Cinema
GER 230b German Cinema
GOV 366a Ideology, Culture and Politics
ITL 342a Italian Cinema

Foreign Language Literature Courses in Translation

[Courses in brackets will not be offered during the current year.]

The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pages 65–67 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

CLS 227a	Classical Mythology
[CLS 230b	The Historical Imagination]
CLS 233b	Constructions of Gender and Sexuality in Greco-Roman Culture
EAL 100a	The Literary Traditions of East Asia: China, Japan and Korea
EAL 231a	The Culture of the Lyric in Traditional China
EAL 232b	Modern Chinese Literature
EAL 233b	The Chinese Literary Tradition: The Evolution of Chinese Fiction
EAL 235b	Mimesis, Metaphor and Ineffability: How Poems Mean in China and the West
EAL 240a	Japanese Language and Culture
[EAL 241a	Traditional Japanese Literature]

EAL 242b	Modern Japanese Literature
EAL 251a	Modern Korean Literature
EAL 252b	The Korean Literary Tradition
EAL 261b	Major Themes in Literature: East-West Perspectives
[EAL 360a	Seminar: Topics on East Asian Literatures]
EAL 360b	Seminar: Topics on East Asian Literatures
GER 151a	Colloquium: Germans and Jews
[GER 227	Topics in German Studies]
GER 230b	Topics in German Cinema
GER/MUS271b	Richard Wagner: Pro and Contra
RUS 126a	Readings in 19th-Century Russian Literature
[RUS 127b	Readings in 20th-Century Russian Literature]
[RUS 235a	Tolstoy]
RUS 235b	Dostoevsky
[RUS 236b	Russian Drama]
[RUS 237b	The Heroine in Russian Literature from <i>The Primary Chronicle</i> to Turgenev's <i>On the Eve</i>]
RUS 239b	Major Russian Writers

French Language and Literature

Professors

Ruth J. Simmons, Ph.D.

†Marie-José Madeleine Delage, Lic. ès L., D.E.S.,

Docteur en Histoire

**Lawrence Alexander Joseph, Ph.D.

James J. Sacré, Ph.D.

§David R. Ball, Lic. ès L., Docteur en Littérature

Générale et Comparée (French Language and Literature and Comparative Literature)

Marilyn Schuster, Ph.D. (French Language and Literature and Women's Studies)

§Mary Ellen Birkett, Ph.D.

Associate Professors

*Ann Leone, Ph.D.

Martine Gantrel, Agrégée de l'Université, Docteur de Troisième Cycle en Littérature Française

Denise Rochat, Ph.D., *Chair*

Eglal Doss-Quinby, Ph.D.

Janie Vanpée, Ph.D.

Assistant Professors

Leyla Ezdinli, Ph.D.

Susan Silver, Ph.D.

Instructors

Jonathan Gosnell, M.A.

Curtis Small, M.A., M.Phil.

Lecturer

Christiane Métrol

Visiting Lecturer from the École Normale Supérieure in Paris

Cendrine Lecaplain

[Courses in brackets will not be offered during the current year.]

All classes and examinations in the department are conducted in French with the exception of cross-listed courses unless indicated. In all language courses, slide lectures, films and work in the Center for Foreign Languages and Cultures will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Qualified students may apply for residence in La Maison Française, Dawes House.

Language

Credit is not granted for the first semester only of an introductory language course.

101d Accelerated Beginning French

An accelerated introduction to spoken and written

French in which students develop oral proficiency, read French and Francophone texts, and write. Through the study of videos, recordings, French TV, poems and short stories, students gain an appreciation of French culture and patterns of thought as they develop fluency in the language.

Students normally go on to French 220 or 230 and may become eligible for study in Paris or Geneva their junior year. Class meetings four days a week and daily work in the Center for Foreign Languages and Cultures (CFLAC). Enrollment limited to 20 per section. {F} 10 credits

Fall: Sec. A: *Denise Rochat*, M T W F 8–8:50 a.m.; Sec. B: *Curtis Small*, M T W F 9–9:50 a.m.; Sec. C: *Jonathan Gosnell*, M W F 10–10:50 a.m., T

10:30–11:20 a.m.; Sec. D: *Eglal Doss-Quinby*, M W F 11–11:50 a.m., T 10:30–11:20 a.m.

Spring: Sec. A: *Denise Rochat*, M T W F 8–8:50 a.m.; Sec. B: *Curtis Small*, M T W F 9–9:50 a.m.; Sec. C: *Jonathan Gosnell*, M W F 10–10:50 a.m., T 10:30–11:20 a.m.; Sec. D: *Christiane Métrol*, M W F 11 a.m.–12:10 p.m., T 10:30–11:20 a.m.

120a Intermediate French

Oral work and grammar review. The course will progress from emphasizing listening and speaking (videos, laboratory exercises, discussion) to reading short texts and developing writing skills. Prerequisite: two or three years of high school French. FRN 120 is not open to students who have completed FRN 101d. Four class hours per week plus laboratory. Enrollment limited to 20 per section. {F} 4 credits

Sec. A: *Christiane Métrol*, M W F 9–9:50 a.m., T 9–10:20 a.m.; Sec. B: *Susan Silver*, M W F 11 a.m.–12:10 p.m.; Sec. C: *Leyla Ezdinli*, M W F 1:10–2:30 p.m.

220a High Intermediate French

Comprehensive grammar review through weekly practice in writing and class discussion. Texts may include a movie or video, a comic book, a play and a novel. Prerequisite: three or four years of high school French, 101d or 120, or permission of the department. {F} 4 credits

Sec. A: *Cendrine Lecaplain*, M W F 9–9:50 a.m.; Sec. B: *Christiane Métrol*, M W F 10–10:50 a.m.; Sec. C: *Cendrine Lecaplain*, M W F 10–10:50 a.m.; Sec. D: *James Sacré*, M W F 11 a.m.–12:10 p.m.; Sec. E: *Susan Silver*, M W F 1:10–2:30 p.m.

220b High Intermediate French

A repetition of 220a. {F} 4 credits

Sec. A: *Christiane Métrol*, M W F 9–9:50 a.m.; Sec. B: *Curtis Small*, M W F 10–10:50 a.m.; Sec. C: *Susan Silver*, M W F 11 a.m.–12:10 p.m.

235a Advanced Intermediate French: Conversation and Composition

Extensive practice in oral expression and written communication. Using French television, the World Wide Web and other print and non-print resources, the course will develop fluency in speaking, listening and writing while focusing on the language of business and commerce, international relations in the Francophone world and other cultural topics. In-class activities include vocabulary acquisition exercises, role-plays, debates, interviews, *exposés* and discussions. No formal grammar presentations or comprehensive grammar review. Priority will be given to first- and second-year students planning to go abroad. Prerequisite: 220 or permission of the instructor.

Enrollment limited to 16. {F} 4 credits

Eglal Doss-Quinby

M W F 9–9:50 a.m.

255j Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

A total immersion course in French oral expression. Using authentic cultural materials—French films and television programs such as round table discussions, formal interviews, intellectual exchanges and documentary reporting—students will analyze and learn how the French converse, argue, persuade, disagree and agree with one another. Intensive practice of interactive multimedia exercises, role-playing, debating, presenting formal *exposés*, and correcting and improving pronunciation. Prerequisite: one course above FRN 220 or permission of the instructor. Admission by interview with instructor during advising week. Enrollment limited to 14. {F} 4 credits

Janie Vanpée

M T W Th F 9 a.m.–4 p.m. plus laboratory. January 5 to 23, 1998

300a Writing (Like the) French

Writing on opposing sides of current social issues in French and Francophone cultures. Reading, debating and writing about questions such as nationalism, the new Europe, immigration, the environment, public health, cultural wars. Emphasis on rhetoric and forms specific to French argumentation—*compte rendu*, *résumé de texte*, *dissertation*. Review of more difficult points of grammar, especially as they relate to organizing a cogent argument. Open to students with a previous French course at the 250 level or above, or by permission of the instructor. Enrollment limited to 15. {F} 4 credits

Janie Vanpée

M W F 11 a.m.–12:10 p.m.

358b Stylistics

For advanced students who wish to explore the rich variety of expressive possibilities in French and achieve clarity and elegance in written communication. Translation exercises designed to highlight the similarities and differences, the supports and interferences between French and English structures. Development of writing proficiency through rhetorical analysis and pastiche.

Exposure to a wide range of styles, from the literary to the colloquial. **{F}** 4 credits

Eglal Doss-Quinby

T Th 9–10:20 a.m.

Intermediate Courses in Literature and Culture

230a Readings in Modern Literature

An introduction to literary analysis, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced courses in literature and culture.

A student may take only one section of 230. Prerequisite: 220 or permission of the instructor.

{L/F} 4 credits

A. *Childhood and Self-Discovery*

An examination of the representation of childhood and its relationship to family, society, memory, creativity and self-discovery. Readings from 19th- and 20th-century French and Francophone authors such as Colette, Maupassant, Alain-Fournier, Cocteau. Films by directors such as Truffaut, Malle and others. **{L/F}**

Cendrine Lecaplain

M W F 11 a.m.–12:10 p.m.

B. *Fantasy and Madness*

A study of the imagination, its powers and limits in the individual and society, its role in the literary tradition. Such authors as Maupassant, Supervielle, Giraudoux, Alain-Fournier. **{L/F}**

Curtis Small

M W F 1:10–2:30 p.m.

C. *Quest for Identity*

Who am I? Is the self unified or divided? What is its relation to others? These questions, addressed by a number of 20th-century writers, will be the central focus in a course which aims to introduce the fundamental concepts of literary criticism. Reading of poems, plays, stories and novels by Cocteau, Ionesco, Gide, Supervielle and Duras. **{L/F}**

Lawrence Joseph

T Th 9–10:20 a.m.

230b Readings in Modern Literature

4 credits

A. *Childhood and Self-Discovery*

A repetition of 230a A.

Cendrine Lecaplain

M W F 9–9:50 a.m.

B. *Quest for Identity*

A repetition of 230a C.

James Sacré

T Th 10:30–11:50 a.m.

[240b French and Francophone Literature and Culture]

A student may take only one section of 240. Prerequisite: 220, 230, or permission of the instructor. **{L/F}** 4 credits

Studies in Genre

241a Men and Women of Letters

Readings of autobiographical works, correspondence and fiction by Jean-Paul Sartre and Simone de Beauvoir. Topics will include the role of the intellectual in 20th-century France, feminism and issues of class and colonialism. (E) **{S/F}** 4 credits

Jonatban Gosnell

M W F 9–9:50 a.m.

242b Comic Theatre

Laughter, incredulity and resistance are all likely responses to comic theatre. How does stage drama work differently from other forms of fiction to influence its readers and spectators? Readings may include medieval farces, as well as plays by Molière, Beaumarchais, Musset, Ionesco and Beckett, among others. Prerequisite: 220, 230, or permission of the instructor. **{L/F}** 4 credits

Curtis Small

M W F 11 a.m.–12:10 p.m.

243b The Art and Craft of the Short Story

The short story in France started in the Middle Ages with Marie de France and found its "lettres de noblesse" in the 19th century with Maupassant, Mérimée and others. Today it is a rich and eclectic genre practiced by some of France's best and most original authors, among whom are many first-rate women writers. Authors may include Marie de France, Marguerite de Navarre, Mérimée, Maupassant, Bille, Sallenave, Saumont and others.

Prerequisite: 230 or permission of the instructor.

{L/F} 4 credits

Denise Rochat

M W F 10–10:50 a.m.

244a French Cinema: New Trends, New Styles

Given in French. An exploration of various developments in contemporary French cinema, in particular those affecting well-established modes of cinematic representation, such as period movies, adaptations of literary works, or futuristic tales. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Works by directors such as Caro, Denis, Kieslowski, Lelouch, Malle, Tavernier and Varda. Attendance at both film showings is required. Prerequisite: FRN 220, 230, 235, or permission of the instructor. {L/A/F} 4 credits

Martine Gantrel

T Th 10:30–11:50 a.m.; film viewing W 7:30–9:30 p.m. and Th 3–4:50 p.m.

260a The Novel

This course will study how pivotal novelists of the 19th and 20th centuries shape their literary vision of the world and lead the reader to share it. Readings of novels from Balzac to Duras. Well-qualified first-year students are urged to seek admission to this course. Prerequisite: a course above 230 or permission of the instructor. {L/F} 4 credits

Marilyn Schuster

M W F 10–10:50 a.m.

260b The Novel

A repetition of 260a. {L/F} 4 credits

Marilyn Schuster

M W F 1:10–2:30 p.m.

Contemporary Culture

251b The French Press

An examination of contemporary French culture in periodicals such as *Le Monde*, *L'Express*, *Le Nouvel Observateur* and others. Problems including the role of the media, education and youth, French politics and the French view of the United States will be analyzed. Occasionally other media (e.g., television and radio) will be studied. There will be a fee for course materials. Prerequisite: a

course above 220 or permission of the instructor.

{S/F} 4 credits

Martine Gantrel

Sec. A: T Th 9–10:20 a.m.; Sec. B: T Th 10:30–11:50 a.m.

261a Issues in French Cultural Studies

An introduction to the study of contemporary French culture. Topics include the architecture of the capital; the ideology of center and periphery in the cultural institutions of advertising, cinema, graffiti and rap; sexuality and AIDS; colonial history and decolonization; immigration. Prerequisite: a course above 230 or permission of the instructor. {S/F} 4 credits

Leyla Ezdinli

M W F 11 a.m.–12:10 p.m.

Period Studies

253a Medieval and Renaissance France

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on culture. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. {L/S/F} 4 credits

James Sacré

M W F 9–9:50 a.m., screening times to be arranged

253b Medieval and Renaissance France

A repetition of 253a. {L/S/F} 4 credits

Cendrine Lecaplain

M W F 1:10–2:30 p.m.

254b France Before the Revolution: The Ancien Régime

From Versailles to the guillotine: a study of cultural relationships in the 17th and 18th centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. {L/S/F} 4 credits

Susan Silver

M W F 1:10–2:30 p.m., screening times to be arranged

CLT 272b Women Writing: 20th-Century Fiction

4 credits

Marilyn Schuster

M W F 10–10:50 a.m.

CLT 279a Women Writers of the Middle Ages

4 credits

Nancy Mason Bradbury and Eglal Doss-Quinby

M W 1:10–2:30 p.m.

Advanced Courses in Literature and Culture

Prerequisite: two courses in literature or culture at the 200 level or permission of the instructor.

[310b Medieval Literature]

{L/F} 4 credits

[320a Renaissance Literature]

{L/F} 4 credits

330a 17th-Century Literature

Topic for 1997–98: Taste and Distinction in 17th-Century French Literature and Culture. We will explore the development of French literary identity and the emergence of women's writing from Renaissance conceptions of *civilité* to 17th-century perceptions of good (and bad) taste and manners. Topics will include literary scandals revolving around issues of naturalness, artifice and propriety; and questions of taste in food preparation and in literary style. Authors such as Corneille, Racine, Molière, Marie-Madeleine de La Fayette, Saint-Simon and Charles Perrault. {L/F} 4 credits

Susan Silver

M W F 9–9:50 a.m.

[340b 18th-Century Literature]

{L/F} 4 credits

350a The Romantic Revolution

A study of the French version of the cultural upheaval that swept all of Europe in the early 19th century, providing the basis of many artistic, social and political norms by which we still live. The course will give some attention to connections

between literature, music and the visual arts in considering works by Rousseau, Chateaubriand, Hugo, Lamartine, Vigny, Musset, Sand, Delacroix, Chopin, Berlioz and Stendhal. {L/F} 4 credits

Laurence Joseph

T Th 10:30–11:50 a.m.

355b From Realism to Fin de Siècle

At mid-19th century, Balzac promises his readers "all of Society," "the facts as they really are," all that is true in men and women's lives. Over the next 50 years, this exuberant authorial voice gives way to others that question the value—and even the possibility—of ordering the world through fiction. Can fiction represent and judge society truly? Or is that effort in itself a guarantee of failure? Works by Balzac, Flaubert, Zola, Huysmans, Maupassant. {L/F} 4 credits

Ann Leone

M W F 11 a.m.–12:10 p.m.

360a French Literature of the 20th Century

An examination of novels that have significantly enlarged the debate about the relationship of literature to society by developing new forms in response to social and historical changes. Authors such as Gide, Giono, Gracq, Butor and Duras.

{L/F} 4 credits

Martine Gantrel

T Th 9–10:20 a.m.

[365b Francophone Literature and Culture]

{L} 4 credits

380b Contemporary Culture

Topic for 1997–98: French Symbols and Social Categories. We will explore the connections between social class, ethnic origin and French identity in contemporary France, focusing on four specific groups—peasants, workers, bourgeois and immigrants. Some of the questions that we will examine include how people are defined by what they do, what they know, what religion they practice as well as by what they look like. We will read an assortment of novels, essays, oral histories and scholarly articles. Periodic film screenings. {S/F} 4 credits

Jonathan Gosnell

M W F 9–9:50 a.m.

389b Senior Colloquium in French Culture

A course for seniors designed to coordinate the work of the major in French studies. Topic for 1997–98: National Identity and Ethnic Minorities in Contemporary France: The Emerging “Beur” Movement. Who are the “Beurs,” the French children of Arab immigrants, and what do their novels and autobiographies, their films and music, and their political movements reveal about contemporary French culture and society? What does it mean to be “French” in 1997, and how are the “Beurs” influencing the debate about French national identity and its impact on the future of Europe? We will study this cultural phenomenon from a variety of perspectives: historical background, sociological data and interpretations, psychoanalytic analyses of exile and immigration, as well as the art produced by the Beurs themselves. **{F/L/S}** 4 credits

Janie Vanpée

T Th 1–2:50 p.m.

CLT 305a Studies in the Novel

Section B: The Picaresque Tradition. 4 credits

Janie Vanpée

M W 2:40–4 p.m.

CLT 376b Theories of the Paratext

Leyla Ezdinli

M W F 11 a.m.–12:10 p.m.

404a Special Studies

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments. 4 credits

404b Special Studies

4 credits

Seminars

Prerequisite: one course at the 300 level.

391b Theme and Form in French Literature

Topic for 1997–98: Rural France: Myths and Realities. The cultural, social and daily life of the French farmer. Literary works will be read in the light of historical documents showing how the

French characteristically see and imagine some of their roots. **{L/F}** 4 credits

James Sacré

T 3–4:50 p.m.

[393a French Thought]

4 credits

[394a Studies in 19th-Century Literature]

{L/F} 4 credits

395a Studies in 20th-Century Literature

Topic for 1997–98: From Fact to Fiction: The Dreyfus Affair. In 1894 a Jewish officer on the French general staff was falsely accused of transmitting military secrets to Germany. His trial set off a violent ideological struggle that continues to reverberate to this day. The seminar will draw on contemporary accounts of this conflict, including paintings, drawings and photographs, to evaluate the role of the intellectual in French society and to study methods of representing historical events in literature. Works by Barrès, Péguy, Proust, France, Zola and Martin du Gard. Given in French. **{L/F}** 4 credits

Lawrence Joseph

T 3–4:50 p.m.

The Majors

Advisers: Members of the Department.

Study Abroad in Paris or Geneva

Advisers: Denise Rochat—Geneva

James Sacré—Paris

Majors in both French language and literature and French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year, in particular the 300-level courses in language.

Recommendations for study abroad: Normally, students going on Junior Year Abroad to Paris or Geneva should have completed a minimum of four semesters of college French, of which at least one should be taken in the spring semester preceding study abroad. It is highly recommended that stu-

dents take at least one of the following, or a course at a higher level: 253, 254, 260, or 261.

French Language and Literature

Requirements:

1. The basis for the French language and literature major: 253 or 254 or an equivalent accepted by the department;
2. Nine additional four-credit courses to be taken in the French department and distributed as follows:
 - a. 300a, followed by 385b;
 - b. a seminar in French language, literature or culture, to be taken in the senior year;
 - c. six additional semester courses (200 or 300 level), of which four must be literature courses at the 300 level.

A major must take at least three courses in periods before the 19th century and two courses in the 19th and/or 20th centuries. FRN 253 and above may count toward these period requirements.

Students majoring in French literature are encouraged to take CLT 300, Contemporary Literary Theory.

French Studies

Requirements:

1. The basis for the French studies major: 253 or 254 or an equivalent accepted by the department;
2. Seven four-credit courses in the French department distributed as follows:
 - a. 300a, followed by 385b;
 - b. 389, a course designed to coordinate the work of the major in French studies, to be taken in the senior year;
 - c. a 300-level course or a seminar in French language, literature or culture to be taken in the senior year;
 - d. three additional four-credit courses in French literature or culture, of which two must be at the 300 level;
3. Two other four-credit courses chosen from the French department (200 or 300 level) or from appropriate offerings in other departments or Junior Year Abroad programs (a list is available annually from the department).

A major must take at least one course in each of the following three periods: Middle Ages/Renaissance; 17th century/18th century; 19th century/20th century. FRN 253 and above may count toward the period requirements.

Honors

Director: Eglal Doss-Quinby.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: A student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. A one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second semester of the senior year, the candidate will take an oral examination based on her thesis and the field in which it was written. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

Graduate

Adviser: Janie Vanpée.

559a The Teaching of French

Practical exercises in foreign language teaching supported by exposure to past and current theories of second language acquisition. Topics include: teaching for cultural understanding; planning instruction for the development of speaking, listening, writing and reading skills; how to establish objectives; how to present, personalize and review material; the accuracy issue; formats for

proficiency-oriented classroom testing. Open to students preparing for teacher certification. **{F}**

4 credits

Members of the Department

To be arranged

580a Advanced Studies

Arranged in consultation with the department.

4 credits

580b Advanced Studies

4 credits

580d Advanced Studies

8 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Geology

Professors

†H. Robert Burger, Ph.D.
 *H. Allen Curran, Ph.D.
 Brian White, Ph.D.
 John B. Brady, Ph.D., *Chair*
 Robert M. Newton, Ph.D.

Assistant Professor

Bosiljka Glumac, Ph.D.

Lecturers

Ann Moss Burger, M.A.
 Amy Larson Rhodes, Ph.D.

Research Associate

Casey Ravenhurst, Ph.D.

[Courses in brackets will not be offered during the current year.]

Students contemplating a major in geology should elect 111a or b or 108b and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

[105b Natural Disasters: Understanding and Coping]

An analysis of earthquakes, floods, hurricanes, volcanic eruptions, landslides and tornadoes. Topics include: the current status of predicting disasters, how to minimize their impact, public policy issues, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend. Intended for non-science majors. To be offered in 1998–99.

{N} 4 credits

Robert Burger

108b Oceanography

An introduction to the global marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, and pollution and exploitation of the oceans by humans. One field trip to the Massachusetts coast and one optional oceanographic training cruise. {N} WI 4 credits

Allen Curran

M W F 9–9:50 a.m.; lab M 1:10–4 p.m. or T 1–3:50 p.m. or W 1:10–4 p.m. or Th 1–3:50 p.m.

109a The Environment

A study of the interrelationships between various elements of the earth's environment and human activity. Topics include effects of acid rain, groundwater and surface water pollution, global climate change, geologic hazards and land-use planning.

{N} 4 credits

Amy Rhodes

T Th 10:30–11:50 a.m.

111a Introduction to Earth Processes and History

An exploration of the new concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages and dinosaur habitats. {N} 4 credits

Robert Newton

M W F 10–10:50 a.m.; lab M 1:10–4 p.m. or T 1–3:50 p.m. or Th 1–3:50 p.m.

111b Introduction to Earth Processes and History

A repetition of 111a. {N} 4 credits

Amy Rhodes

M W F 11 a.m.–12:10 p.m.; lab M 1:10–4 p.m. or Th 1–3:50 p.m.

221a Mineralogy

A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 111a or b, or 108b. {N} 4 credits

John Brady

T Th 9–10:20 a.m.; lab Th 1:10–4 p.m.

222b Petrology

An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221a. {N} 4 credits

John Brady

T Th 9–10:20 a.m.; lab Th 1:10–4 p.m.

[231a Invertebrate Paleontology and Paleocology]

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life, and the record of extinctions. Weekend field trip to New York State. Prerequisite: 111a or b, or 108b; open without prerequisite to majors in biological sciences. To be offered in 1998–99. {N} 4 credits

Allen Curran

232a Sedimentology

The study and interpretation of sedimentary environments, processes and products. Field and laboratory analyses focus on the formation, transport and deposition of sediment, and on the characteristics and origin of sedimentary rocks. Modern sedimentary environments and their ancient analogues, preserved in the sedimentary rock record, are discussed in lectures and examined during weekend field trips. Prerequisites: 111a or b, or 108b. {N} 4 credits

Bosiljka Glumac

T Th 10:30–11:50 a.m.; lab T 1–3:50 p.m.

235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis

An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes, and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E). {N} 1 credit

John Brady, Richard Briggs (Biology), Robert Newton

To be arranged

[241b Structural Geology]

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Weekend field trip to Connecticut and New York State. Prerequisite: 111a or b, or any 200-level geology course. To be offered in 1998–99. {N} 4 credits

Robert Burger

[246b Geology of Death Valley]

This field-oriented course will examine the diverse geology of Death Valley including its geomorphological evolution and its structural and volcanic history. Special attention will be directed to those processes currently modifying Death Valley's landscape. Each student will be involved in an independent study project selected from: neotectonics, recent volcanic activity or currently active geomorphologic processes. Prerequisites: 111a or 111b or equivalent and permission of the instructors. Enrollment limited to 48. To be offered in 1998–99. {N} 4 credits

Robert Newton, Robert Burger

251b Geomorphology

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world.

Prerequisite: 111a or b, or 108b. {N} 4 credits

Robert Newton

M W F 10–10:50 a.m.; lab M 1:10–4 p.m.

270j Carbonate Systems and Coral Reefs of the Bahamas

A field-oriented course to examine in detail the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geology course and permission of the instructors. Enrollment limited to 16. Offered in alternate years. Will not be offered in 1998–99.

{N} 3 credits

Allen Curran, Brian White

To be arranged

301a Aqueous Geochemistry

The study of geochemical reactions that result from the interaction of natural waters with geological materials. Emphasis will be on the processes that govern transportation of metals in surface waters, such as rivers and streams, and hydrothermal fluids associated with ore deposit formation. Principles to be covered include alkalinity and pH, equilibrium thermodynamics, mineral solubility, metal complexation, redox reactions and stable isotope geochemistry. The laboratory will include field trips to local watersheds and an abandoned mine. Prerequisites: 221a or permission of the instructor; CHM 111a or the equivalent strongly recommended; CHM 224b or the equivalent suggested. {N} 4 credits

Amy Rhodes

M W F 10–10:50 a.m.; lab M 1:10–4 p.m.

[PPL 303b Seminar in Public Policy for Marine and Coastal Resources]**[309a Groundwater Geology]**

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project will involve studying a local groundwater problem.

Prerequisites: 111a or b and MTH 111a or b. Enrollment limited to 14. To be offered in 1999–2000. {N} 4 credits

Robert Newton

[311a Environmental Geophysics]

Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity and magnetics. Extensive fieldwork including delineating aquifer geometries, determining buried landfill boundaries and mapping leachate plumes. Prerequisites: 111a or b, two geology courses at the intermediate level and MTH 111a or b. Enrollment limited to 12. To be offered in 1998–99. {N} 4 credits

Robert Burger

355b Senior Seminar

Topic for 1997–98: Geology and Biology of Coral Reefs: Past, Present and Future. {N} 3 credits

Allen Curran and Paulette Peckol

T 1–2:50 p.m.

361b Tectonics and Earth History

A study of the interactions between global tectonic processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed in the rocks and fossils of planet Earth. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently. {N} 4 credits

Bosiljka Glumac

T Th 10:30–11:50 a.m.

400a Advanced Work or Special Problems in Geology

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

2 or 4 credits

Members of the Department

400b Advanced Work or Special Problems in Geology

2 or 4 credits

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: for the class of 1998, Allen Curran; for the class of 1999, Robert Burger; for the class of 2000, Robert Newton; for the class of 2001, John Brady.

Adviser for Study Abroad: Robert Newton.

Basis: 111a or b, or 108b.

Requirements: eight semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b and two additional courses at the advanced level (one of which must be 361b). Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

The Minor

Advisers: same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might take 111a or b, 231a, 232a, 251b, 361b and an elective course. A student concerned about environmental and resource issues might take 111a or b, 108b, 109a, 221a, 232a and 309a. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted

to the department for approval no later than the beginning of the senior year.

Requirements: six semester courses including 111a or b, or 108b and a total of no more than three courses at the 100 level.

Honors

Director: Allen Curran.

430d Thesis

8 credits

432d Thesis

12 credits

Basis: 111a or b, or 108b.

Requirements: seven semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b and 361b. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

Field Experiences

The department regularly sponsors an interterm course. Normally the course takes place one year in the Bahamas and the following year in Death Valley, California. The Bahamas course concentrates on modern and ancient coral reefs and carbonate environments and utilizes the facilities of the Bahamian Field Station on San Salvador Island. The Death Valley course focuses on the currently active structural and geomorphologic processes responsible for Death Valley's present landscape.

The geology department is a member of the Keck Geology Consortium, a group of 12 liberal arts colleges funded by the Keck Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

German Studies

Professors

Hans Rudolf Veget, Ph.D. (German Studies and Comparative Literature)
Jocelyne Kolb, Ph.D., *Chair*

Associate Professors

Margaret Skiles Zelljadt, Ph.D.

****Gertraud Gutzmann, Ph.D.**
Joseph George McVeigh, Ph.D.

Hamburg Exchange Lecturer
Dagmar von Hoff

[Courses in brackets will not be offered during the current year.]

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 100d, 110d, 120, or 220.

Students who plan to major in German literature studies or German culture studies or who wish to spend the junior year in Hamburg, Germany, should take German in the first two years. Courses in European history and in other literatures are also recommended, as is the colloquium, 151, which counts also as a writing-intensive course.

Courses in English

151a Colloquium: Germans and Jews

What is anti-Semitism? Representations of anti-Semitism and of philo-Semitism in German literature. The importance of the Jewish presence in German culture. Texts by M. Luther, G.E. Lessing, M. Mendelssohn, the Grimm Brothers, H. Heine, Annette von Droste-Hülshoff, R. Wagner, A. Schnitzler, T. Mann, Else Lasker-Schüler, P. Celan and others. **{L}** 4 credits

Hans R. Veget

M W 2:40–4 p.m., screening times alternate Fridays 2:40–4 p.m.

[227 Topics in German Studies]

{L/H} 4 credits

230b Topics in German Cinema

Topic for 1997–98: German Cinema and the Third Reich (1933–45). This course will focus on a set of films that have come to be regarded as emblematic of the Third Reich; for comparison, we will also draw on some relevant American films. Topics to be investigated: popular and high culture in Nazi Germany; ideology and spectacle; entertainment and propaganda; the “Volk” and the Other; anti-Semitism and xenophobia; constructions of masculinity and femininity; Hitler and the cinematic imagination; cinema and history. Films: *Hitler Youth Quex*; *The Triumph of the Will*; *Request Concert*; *Jew Suss*; *The Great Dictator*; *The Seventh Cross*; *Munchhausen*; *Kolberg*; *The Wonderful and Horrible Life of Leni Riefenstahl*.

Screening fee. **{L/H/A}** 4 credits

Hans R. Veget

M W 1:10–2:30 p.m., screening time T 1–2:50 p.m.

Topic for 1998–99: The New German Cinema (1962–82)

Topic for 1999–2000: Weimar Cinema (1919–33): From *Caligari* to *M*.

German Language

Credit is not granted for the first semester only of the introductory language course.

100d Elementary German

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension. Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German. {F} 8 credits

Joseph McVeigh

M W F 1:10–2:30 p.m.

110d Accelerated Elementary German

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours. {F} 12 credits

Margaret Zelljadt

M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

120a Low Intermediate German

Comprehensive grammar review and vocabulary building. Introduction to contemporary German culture through literary texts with additional practice in speaking, writing and aural comprehension. Prerequisite: permission of the instructor or by placement. {F} 4 credits

Margaret Zelljadt

M W F 1:10–2:30 p.m.

220b High Intermediate German

Emphasis on developing reading skills, progressing to extended, unedited literary and journalistic texts. Discussion of topics in modern German culture and literature. Regular practice in composition. Prerequisite: 120a, permission of the instructor, or by placement. {F} 4 credits

Margaret Zelljadt

M W F 1:10–2:30 p.m.

221a Conversation and Composition

Intensive practice of spoken German with special attention to conversational strategies and idiomatic expression. Weekly assignments in various forms of writing, such as the business and personal letter, vita, diary and essay. Prerequisite: 220, permission of the instructor, or by placement. {F} 4 credits

Gertraud Gutzmann

M W F 11 a.m.–12:10 p.m.

221b Conversation and Composition

A repetition of 221a. {F} 4 credits

Robert Davis

M W F 1:10–2:30 p.m.

340a Advanced Studies in Translation and Style

Analysis of prose texts from a wide range of fields relating to German studies; writing of scholarly German; topics in advanced style, idiom and syntax; German-English and English-German translation. Prerequisite: one 300-level course or permission of the instructor. {F} 4 credits

Jocelyne Kolb

M W 1:10–2:30 p.m.

German Literature and Culture

225b Flights of Fantasy, Fits of Madness

An introduction to the study of German literature, designed to develop skills in oral expression, expository writing and the fundamentals of literary analysis. In this course we will closely read texts dealing with aberrations of the human mind, those of both an entertaining and a threatening nature. Works by Tieck, Hoffmann, Droste-Hülshoff, Goethe, Freud, Kafka and others will provide the basis for discussions. Prerequisite: 221 or permission of the instructor. {F} 4 credits

Joseph McVeigh

T Th 9–10:20 a.m.

226a The Culture of Cities: Berlin, Vienna, Munich, 1820s–1920s

Berlin, Vienna and Munich as sites of modern culture: the importance of the salon, the

Kaffeehaus, the theater and the university for the work of Hoffmann, Heine, Fontane, C.M. von Weber, Schinkel in Berlin; Schnitzler, Hofmannsthal, Freud, Mahler, Klimt in Vienna; Thomas Mann, Stefan George, Richard Strauss, Kandinsky in Munich. Prerequisite: 221 or permission of the instructor. **{L/H/A}** 4 credits

Jocelyne Kolb

T Th 10:30–11:50 a.m.

326a Narratives of the Nation, 1806–1990:

Literature, Philosophy, Music, Cinema

We will investigate a variety of texts in which nationhood is the subject or the impetus and consider how writers, philosophers, composers and filmmakers have helped to shape, and to challenge, the idea of a German nation during the last 200 years. Texts by Kleist, Fichte, Heine, Wagner, Nietzsche, Thomas Mann, Riefenstahl, Harlan, Böll, Christa Wolf, Grass, Martin Walser. Prerequisite: 226 or permission of the instructor. **{L/F/S}** 4 credits

Joseph McVeigh

T Th 10:30–11:50 a.m.

332b The Age of Goethe

The course will concentrate alternately on Aufklärung, Sturm und Drang, and Weimarer Klassik. Topic for 1997–98: Sturm und Drang. An investigation of the rumblings of revolution in literature and politics, and of the *Geniekult*. Works of Herder, Goethe, Klinger, Lenz, Schiller. **{L/F}** 4 credits

Jocelyne Kolb

T Th 10:30–11:50 a.m.

{334a Romanticism}

The development of the literary Romantic movement; the figure of the artist; the role of women; the discovery of “folk” poetry; the emergence of nationalism. Representative works by authors such as Novalis, Friedrich Schlegel, Tieck, Hölderlin, Kleist, Karoline von Günderode, E.T.A. Hoffmann, Eichendorff. **{L/F}** 4 credits

{335b 19th-Century Literature}

A study of the major literary movements in their historical setting, from the wars of liberation to the Wilhelminian Empire. The course will focus on Young Germany, Poetic Realism and Naturalism;

we will consider issues such as nationalism and unification, political opposition and social commitment; the unsuccessful revolution of 1848. Representative texts by some of the major 19th-century figures will be studied in their literary and historical contexts. Heine, Büchner, Grillparzer, Droste-Hülshoff, Keller, Meyer, Raabe, Fontane, Nietzsche. **{L/F}** 4 credits

336a 20th-Century Literature

Topic for 1997–98: 1945 to the Present. This course focuses on contemporary women authors and a consideration of topics such as: the theme of death; responses to National Socialism and morality; the connection between utopia and politics; gender, psychology and escapism; mass media and literature. Poems, prose and plays by authors such as Max Frisch, Ingeborg Bachmann, Paul Celan, Christa Wolf, Thomas Bernhard, Herta Müller, Elfriede Jelinek and Durs Grünbein. **{L/F}** 4 credits

Dagmar von Hoff

T Th 9–10:20 a.m.

351b German Studies Senior Seminar

Topic for 1997–98: Jews and Other Germans Before the Holocaust. In 1854 George Eliot writes enthusiastically from Berlin about a performance she has seen of Lessing's *Nathan der Weise*, a play in which the Jew embodies wisdom and poetry. She comments wryly that “in England the words which call down applause here would make the pit rise in horror.” How can one reconcile Eliot's observation with the perception of Germany as a profoundly anti-Semitic nation? Using Lessing's play as a starting point, we will examine German anti-Semitism and the German-Jewish symbiosis. Readings of Lessing, Mendelssohn, Rahel Varnhagen, Grimm, Heine, Droste-Hülshoff, Wagner, Fontane, Thomas Mann, Tucholsky and Feuchtwanger. **{L/F}** 4 credits

Jocelyne Kolb

T 3–4:50 p.m.

404a Special Studies

Arranged in consultation with the department. Admission for senior majors by permission of the department. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

Courses Cross-Listed with Other Departments and Programs

CLT 251a Portraits of the Artist

Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Mörike, Wagner, Ibsen, Thomas Mann, Kafka, Shaffer, Osborne and others. **{L/A}** 4 credits

Hans R. Vaget

M W 1:10–2:30 p.m.

[FLS 231b Major Directors]**CLT 259a Realism**

The aims and achievements of Realism in works by such 19th-century writers as Balzac, Flaubert, Zola, George Eliot, Dostoevsky and Fontane. Perspectives on Realism in the 20th century: critical and socialist Realism (James, Gorki, Seghers, Roumain, Carpentier). **{L}** 4 credits

Gertraud Gutzmann

M W 2:40–4 p.m.

MUS 271b Richard Wagner Pro and Contra

The work of Richard Wagner—composer, poet, cultural critic—has given rise to a number of serious questions. Do the music dramas of Wagner have a covert anti-Semitic agenda? Does the Nazi mind-set have roots in Wagner's writings? What led to the association of Wagner's name with Adolf Hitler and the Third Reich? Why is Wagner widely considered the most controversial artistic figure of the modern period? In this course we will consider these and other questions as we study the works of Wagner's maturity—the operas *Tristan und Isolde*, *Der Ring des Nibelungen*, *Die Meistersinger von Nürnberg*, *Parsifal* and certain related theoretical writings—and the critical reactions to Wagner of such figures as Charles Baudelaire, Friedrich Nietzsche, George Bernard Shaw, Thomas Mann, Theodor W. Adorno and Carl Dahlhaus. **{A}** 4 credits

Peter Bloom (Music) and Hans R. Vaget
(German Studies)

M W 2:40–4 p.m.

The Major

Adviser: Margaret Zelljadt.**Adviser for Study Abroad:** Joseph McVeigh.

The Department of German Studies offers two tracks within the major: German Literature Studies and German Culture Studies, with the following requirements:

Majors in both German Literature Studies and German Culture Studies who spend the year in Hamburg will be able to fulfill certain of the requirements during that year. Normally, students going on Junior Year Abroad to Hamburg should have completed a minimum of four semesters of college German.

German Literature Studies

This track requires 10 courses above the basis of 220 or the equivalent. The 10 courses must include:

each of three: 221, 225, 226 (225 and 226 may be taken on the Junior Year in Hamburg)

one of: [227], 230, CLT 251, CLT 259a, [CLT 261], [CLT 296]

each of six: 326, 332, [335], 336, 340, 351 (326, 340 and 351 must be taken at Smith; others may be taken on the Junior Year in Hamburg)

German Culture Studies

This track requires 10 courses above the basis of 220 or the equivalent. Two of the 10 courses must be taken outside the Department of German Studies and should contain a substantial component focusing on German culture and society. The two courses need not be from the same department, but must be approved by the major adviser in the Department of German Studies prior to enrollment in the course. The 10 courses must include:

each of three: 221, 225, 226 (225 and 226 may be taken on the Junior Year in Hamburg)

one of: [227], 230, CLT 251, CLT 259a, [CLT

261], [CLT 296]

one of: 332, [335], 336 (may be taken on the Junior Year in Hamburg)

each of: 326, 340, 351 (all three must be taken at Smith)

two courses above the 100 level from outside the Department of German Studies, provided they have a substantial German component and are approved by the department's major adviser prior to enrollment in the course. (These courses may be taken on the Junior Year in Hamburg.)

The Minor

Adviser: Margaret Zelljadt.

German Literature Studies

The minor in German Literature Studies requires six courses above the basis of 220 or the equivalent. The six courses must include:

two of: 225; 221 or 226 (225 or 226 may be taken on the Junior Year in Hamburg)

three of: 326, 332, [335], 336, 340, 351 (326, 340 and 351 must be taken at Smith; others may be taken on the Junior Year in Hamburg)

one of: [227], 230, CLT 251, CLT 259a, [CLT 261], [CLT 296].

German Culture Studies

The minor in German Culture Studies requires six courses above the basis of 220 or the equivalent. One of the six courses must be taken outside the Department of German Studies and should contain a substantial component focusing on German culture and society. The outside course must be above the 100 level and must be approved by the minor adviser of the Department of German Studies prior to enrollment in the course. The six courses must include:

one of: 221 or 225 (225 may be taken on the Junior Year in Hamburg)

each of: 226, 326 (326 must be taken at Smith)

one of: 332, [335], 336, 340, 351 (340 and 351 must be taken at Smith; others may be taken on the Junior Year in Hamburg)

one of: [227], 230, CLT 251, CLT 259a, [CLT 261], [CLT 296]

one course from outside the Department of German Studies, provided it has a substantial German component, is above the 100 level and is approved by the department's minor adviser.

Honors

Director: Jocelyne Kolb.

430d Thesis

8 credits

Requirements: the same as for the major.

Government

Professors

**Philip Green, Ph.D.
 Donald Leonard Robinson, M.Div., Ph.D., *Chair*
 †Susan C. Bourque, Ph.D.
 Steven Martin Goldstein, Ph.D.
 †Donna Robinson Divine, Ph.D.
 Martha A. Ackelsberg, Ph.D. (Government and Women's Studies)
 Donald C. Baumer, Ph.D.
 Walter Morris-Hale, Ph.D.
 **Dennis Yasutomo, Ph.D.

Gwendolyn Carter Professor

Rene Lemarchand, Ph.D.

Associate Professors

Patrick Coby, Ph.D.
 Howard Gold, Ph.D.

Adjunct Associate Professor

¹Robert Hauck, Ph.D.

Assistant Professors

†Velma E. Garcia, Ph.D.
 Gregory White, Ph.D.
 Mary Geske, Ph.D.
 †Alice L. Hearst, J.D., Ph.D.
 Karen Alter, Ph.D.
 Gary Lehring, Ph.D.
 Ivan Vejvoda, Ph.D.
 Marc Lendler, Ph.D.
 Michael Clancy, Ph.D.

Lecturers

Alice Parker Behnegar
¹Peter Niles Rowe, Ph.D.
 Kristin Bumiller
 Rachel Roth

Laboratory Instructor

Molly Jahnige Robinson, M.A.

Mendenhall Fellow

Scott D. Taylor, M.A.

[Courses in brackets will not be offered during the current year.]

For first-year students in their first semester, admission to 200-level courses is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

100d Introduction to Political Thinking

Government 100d is open to all students. Students considering a government major are encouraged to take GOV 100 in their first or second year.

First semester: a study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, authority, freedom, equality and democracy. Two lectures and one discussion. This is a full-year course. {S} WI 8 credits
Patrick Coby and Members of the Department

Lec. T Th 11–11:50 a.m.; dis. Th 1–1:50 p.m., Th 2–2:50 p.m., Th 4:30–5:20 p.m. (in a residential house), F 9–9:50 a.m., F 10–10:50 a.m., F 11–11:50 a.m., F 1:10–2 p.m.

Second semester: a study of the ideas underlying the social sciences and the criticisms and challenges mounted by Third World scholars and feminists. Students will explore diverse approaches to relationships of domination and subordination and a variety of perspectives on social and political change.

Martha Ackelsberg and Members of the Department

Lec. T Th 11–11:50 a.m.; dis. Th 1–1:50 p.m., Th 2–2:50 p.m., Th 4:30–5:20 p.m. (in a residential house), F 9–9:50 a.m., F 10–10:50 a.m., F 11–11:50 a.m., F 1:10–2 p.m.

190b Introduction to Statistics for Political Scientists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. Applications and readings will draw on data from American politics, comparative politics and international relations. **{S/M}** 4 credits

Howard Gold (Government), Molly Robinson (Social Sciences)

Lec. T Th 10:30–11:50 a.m.; lab Th 1:30–2:50 p.m. or Th 3–4:20 p.m.

American Government

200b American Government

A study of the politics and governance in the United States. Special emphasis is placed on the major institutions of American government and on political behavior. This course will include a series of multi-media demonstrations and exercises. **{S}** 4 credits

Howard Gold

M W F 1:10–2:30 p.m.

[201a American Constitutional Interpretation]

The study of Supreme Court decisions, documents and other writings dealing with constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Suggested preparation: 200 or permission of the instructor. Not open to first-year students. **{S}** 4 credits

202b American Constitutional Law: The Bill of Rights and the Fourteenth Amendment

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to first-year students. **{S}** 4 credits

Rachel Roth

T Th 10:30–11:50 a.m.

204a Urban Politics

This course examines the growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. It explores the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. **{S}** 4 credits

Martha Ackelsberg

M W 11 a.m.–12:10 p.m., F 11–11:50 a.m. at the option of the instructor

[205b Political Participation]

An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups and on the political system as a whole. To be offered in 1998–99. **{S}** 4 credits

Martha Ackelsberg

206b The American Presidency

An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. **{S}** 4 credits

Marc Lendler

M W 1:10–2:30 p.m.

207a Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. **{S}** 4 credits

Marc Lendler

M W 1:10–2:30 p.m.

[208a Elections in the Political Order]

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties

and Congressional elections. Students conduct election simulation. To be offered in 1998–99. **{S}** 4 credits

Howard Gold

[209a Congress and the Legislative Process]

An analysis of the legislative process in the United States focused on the contemporary role of Congress in the policy-making process. In addition to examining the structure and operation of Congress, we will explore the tension inherent in the design of Congress as the maker of public policy for the entire country while somehow simultaneously representing the diverse and often conflicting interests of citizens from 50 states and 435 separate Congressional districts. **{S}** 4 credits

Gary Lebring

210a Public Opinion and Mass Media in the United States

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences and politics. **{S}** 4 credits

Howard Gold

T Th 10:30–11:50 a.m.

211a Gender and Politics

An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We will focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. Prerequisite: completion of GOV 100, or course work in either feminist theory or women's studies, or permission of the instructor. **{S}** 4 credits

Gary Lebring

T Th 9–10:20 a.m.

[216b Minority Politics]

An examination of political issues facing the minority communities of American society. Topics

include electoral politics, social movements, and gender and class issues. **{S}** 4 credits

Velma Garcia

[PPL 254b Agricultural and Public Policy in the United States]

4 credits

305b Seminar in American Government

Topic for 1997–98: Law, Family and State. Explores the status of the family in American political life and its role as a mediating structure between the individual and the state. Emphasis will be placed on the role of the courts in articulating the rights of the family and its members. Permission of the instructor is required. **{S}** 4 credits

Alice Parker Behnegar

T 1–2:50 p.m.

306a Seminar in American Government

Topic for 1997–98: Free Speech in America. An examination of the application of the First Amendment in historical context. Special attention to contemporary speech rights controversies.

{S} 4 credits

Marc Lendler

T 1–2:50 p.m.

[307b Seminar in American Government]

Latinos and Politics in the U.S. An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. **{S}** 4 credits

Velma Garcia

308b Seminar in American Government

Topic for 1997–98: Pathologies of Power. A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American government. **{S}** 4 credits

Marc Lendler

T 1–2:50 p.m.

309a Seminar in American Government

Topic for 1997–98: Conservatism in the United States. An examination and analysis of post-war American conservatism. Readings and discussions

focus on the various conservative movements in the U.S. and on conservatives' analyses of domestic and foreign policies. Topics include social welfare, race, social and moral issues, and electoral politics. Special attention will be paid to changes during the Reagan years. **{S}** 4 credits

Howard Gold

T 1–2:50 p.m.

[310b Seminar in American Government]

Topic for 1998–99: Native Americans in American Law and Politics. This course examines the position of Native Americans in American legal and political thought, explores and critiques how the law has defined Native Americans, and inquires into the kind of “space” that has been generated for Native Americans in that process. Materials for the course are drawn from both historical and contemporary sources, and have been written both by and about Native Americans. Permission of the instructor is required. **{S}** 4 credits

Alice Hearst

[311b Seminar in Urban Politics]

{S} 4 credits

[312b Seminar in American Government]

Topic for 1997–98: Political Behavior in the United States. An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion and racial attitudes. Student projects will involve analysis of survey data. Permission of the instructor is required. **{S/M}** 4 credits

Howard Gold

Th 1–2:50 p.m.

[411a Seminar in American Government]

Policy-making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C. 4 credits

Robert Hauck

[412a Semester-in-Washington Research Project]

Open only to members of the Semester-in-Washington Program. 8 credits

Donald Robinson

413a Seminar: The Art and Craft of Political Science Research

This seminar is designed to provide students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students will be introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar's more specific goal is to help students understand the process of planning, organizing and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. **(E) {S}** 2 credits

Robert J.P. Hauck

Two hours a week for the first seven weeks of the semester

Comparative Government

221a The Politics of Western Europe

A comparative analysis of West European politics. The course will emphasize a comparison of the evolution of European societies and political structures, current power structures, political participation, and contemporary political issues and developments. Countries covered include Britain, France, Italy and Germany. **{S}** 4 credits

Karen Alter

W F 1:10–2:30 p.m.

222a The Politics of Eastern Europe

An examination of East European politics since 1945. **{S}** 4 credits

Ivan Vejvoda

M W F 10–10:50 a.m.

223a Government and Politics of the Soviet Union and Its Successor States

An examination of the revolutionary origins, development and dissolution of the Soviet state followed by a discussion of the issues confronting the successor states. **{S}** 4 credits

Steven Goldstein

M W 1:10–2:30 p.m.

[224b Government and Politics of the Middle East and North Africa]

The traditional Islamic political system. The trans-

formation of that system into modern nation-states under the impact of Westernization, nationalist ideologies and economic forces. Issues to be addressed include the role of oil, water and labor; religious fundamentalism, regional conflicts and terrorism. To be offered in 1988–89. {S} 4 credits
Donna Robinson Divine

225a The Founding of Constitutional Systems

An analysis of constitutional foundings in newly independent and conquered nations. The American case is compared with Japan, Germany and selected nations in Eastern Europe and the Third World. {S} 4 credits
Donald Robinson
 M W F 2:40–4 p.m.

226a Latin American Political Systems

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues will be covered. {S} 4 credits
Michael Clancy
 T Th 10:30–11:50 a.m.

227a Government and Politics of Sub-Saharan Africa

An introductory survey of political, economic and social factors. Traditional African government, colonial administration and the resulting problems of nation-building. The nationalist movements and political development since independence, with emphasis on Tanzania, Nigeria and countries chosen by the students for their research projects. {S} 4 credits
Walter Morris-Hale
 T Th 10:30–11:50 a.m.

228a Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} 4 credits
Dennis Yasutomo
 T Th 9–10:20 a.m.

[229a Government and Politics of Israel]

A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. To be offered in 1998–99. {S} 4 credits
Donna Robinson Divine

230b Government and Politics of China

Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation and patterns of party and state power. {S} 4 credits
Steven Goldstein
 W F 1:10–2:30 p.m.

231b Government and Plural Societies

A study of political problems resulting from the existence of ethnic, religious and linguistic minorities in modern states. Political and constitutional status, protection and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria and Switzerland, and countries chosen by the students for their research projects. {S} 4 credits
Walter Morris-Hale
 T Th 10:30–11:50 a.m.

233b Problems in Political Development

Social change and political development in the Third World. Topics to be examined include regime types as well as the politics of industrialization, gender and the environment. {S} 4 credits
Michael Clancy
 T Th 9–10:20 a.m.

234b Nationalism and Ethnic Conflict

The theory and practice of nationalism in a comparative perspective. Among the cases to be examined will be those of East/Central Europe, Ireland, Canada, Spain, Israel and South Africa. (E) {S} 4 credits
Ivan Vejvoda
 T Th 9–10:20 a.m.

321b Seminar in Comparative Government

Topic for 1997–98: Power and Politics in Africa: The Female Factor, A Glimpse into the Totality of Nation-Building from the Female Perspective. Permission of the instructor required. {S} 4 credits
Walter Morris-Hale
 T 1–2:50 p.m.

322a Seminar in Comparative Government

Topic for 1997–98: Mexican Politics from 1910 to the Present. {S} 4 credits
Michael Clancy
 T 1–2:50 p.m.

323b Seminar in Comparative Government

Topic for 1997–98: The Post Communist Era in Eastern Europe. {S} 4 credits
Ivan Vejvoda
 W 7:30–9:30 p.m.

324a Seminar in Comparative Government

Topic for 1997–98: Transitions to Democracy. A comparative study, including cases in Eastern Europe, Latin America and Africa. {S} 4 credits
Ivan Vejvoda
 W 7:30–9:30 p.m.

[325a Seminar in Comparative Government]
4 credits**[333b Seminar: The Politics of Capitalism]**

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism and alternatives to capitalism. {S} 4 credits

International Relations

241a or b is suggested preparation for all other courses in this field.

241a International Politics

An introduction to the theoretical and empirical analysis of states in the international system. Emphasis is given to the role of international institutions, the influence of the world economy on international relations, and the increasing prominence of global issues such as the environment, human

rights and humanitarian aid. {S} 4 credits
Gregory White
 T Th 10:30–11:50 a.m.

241b International Politics

A repetition of 241a. {S} 4 credits
Karen Alter
 T Th 10:30–11:50 a.m.

242b The Politics of International Economic Relations

An examination of the assumptions and logics of the neo-liberal, economic nationalist, neo-Marxian and feminist perspectives for understanding the post–World War II international political economy. Attention is devoted to free trade, the role of global economic institutions, the status of American hegemony and the implications of the post-1989 “New World Order” for the former Third World. Prerequisite: 241 or permission of the instructor. {S} 4 credits
Gregory White
 T Th 9–10:20 a.m.

243a International Law

A case method course to examine the functions of law in reducing the chaos of the new world disorder. How new international norms are established in an evolving political and social order and how national courts incorporate these rules into public policies. Cases will address such questions as when force may be used by the U.N. or by states, when can outsiders intervene in internal civil strife, how does the new Law of the Sea redistribute marine resources, how are aliens and their property protected in the global market, how are human rights protected by the international community, and how is the global environment preserved? Not open to first-year students. {S} 4 credits

Peter Rowe

T Th 10:30–11:50 a.m.

244b Foreign Policy of the United States

The term “the national interest” frequently is invoked to explain the importance of a particular U.S. foreign policy issue. Through examination of the foreign policy process and U.S. foreign policy instruments, this course explores alternative understandings of U.S. foreign policy and, ultimately,

"the national interest." Prerequisite: 241 or permission of the instructor. **{S}** 4 credits

Mary Geske

W F 1:10–2:30 p.m.

[248a The Arab-Israeli Dispute]

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism and violence unleashed by the dispute. To be offered in 1998–99. **{S}** 4 credits

Donna Robinson Divine

[251b Problems of International Security]

{S} 4 credits

[EAS 275b Colloquium: Japan–United States Relations]

341a Seminar in International Politics

Topic for 1997–98: Gender and Global Politics. This seminar considers the role gender plays in the study and practice of global politics. Our attention will be focused on the following questions: 1) Are dominant approaches to understanding international politics gendered? 2) Are current practices of international politics gendered? 3) Are women uniquely affected by and affecting global politics? In seeking to address these questions we will examine a variety of issues including armed conflict, the global economy and population. Prerequisite: 241 or course work in either feminist theory or women's studies or permission of the instructor. **{S}** 4 credits

Mary Geske

Th 1–2:50 p.m.

[342a Seminar in American Government and International Politics]

Studies in U.S. Foreign Policy: Congress v. the President. Discussion of student reports and papers on a variety of American foreign policy issues in the post–Cold War era, such as the new definition of the national interest, the meaning of national security, and the constitutional responsibilities of the Congress and the President in the struggles for control over policies. **{S}** 4 credits

343b Seminar in International Politics

Topic for 1997–98: The Politics of Globalization. An investigation of the idea of globalization—of markets, arms, ideas and human movement—and the political consequences for nation-states as well as groups within them. **{S}** 4 credits

Michael Clancy

T 1–2:50 p.m.

344a Seminar on Foreign Policy of the Chinese People's Republic

The development and formulation of China's foreign policy, its ideological basis and the instruments of its implementation. Particular attention will be paid to post-Mao China. **{S}** 4 credits

Steven Goldstein

T 3–4:50 p.m.

345a Seminar in International Politics

Topic for 1997–98: South Africa in World Politics. The impact of South African policies on African states and on the world community. Permission of the instructor required. **{S}** 4 credits

Walter Morris-Hale

T 1–2:50 p.m.

346a Seminar in International Politics

Topic for 1997–98: International Organizations and National Politics. Why do international organizations exist? What role do they play in international politics? Whose interest do they serve? Can international organizations influence national policy? This seminar will examine the tools and mechanisms international organizations have to address national and international political issues such as human rights, environmental degradation, nuclear proliferation, international trade, equality of women and economic development. Students will select an international issue to examine in depth in a seminar paper. Prerequisite: GOV 241, a course in comparative politics and permission of the instructor. **{S}** 4 credits

Karen Alter

T 3–4:50 p.m.

346b Seminar in International Politics

Topic for 1997–98: Advanced Seminar in International Law. There is a new optimism among international legal scholars and political scientists that international law can become more effective in

shaping the behavior of states and in resolving disputes between states. This seminar examines the basis for this new optimism, asking: When and why do states comply with international legal obligations? Can an international rule of law ever really work? How can international legal mechanisms be made more effective? Prerequisite: GOV 241 and permission of the instructor. This course complements GOV 243, although 243 is not a prerequisite. **{S}** 4 credits

Karen Alter

W 7:30–9:30 p.m.

347b Seminar in International Politics

Topic for 1997–98: The 1991 Persian Gulf War. This research seminar examines the 1991 Persian Gulf War as a pivotal event in the post–Cold War era. Particular attention is devoted to 1) the politics of oil, 2) the interaction between regional and systemic dynamics, and 3) the clash between the two principal antagonists, Iraq and the United States. Emphasis is on the usefulness of a wide range of analytic frameworks available for understanding the Gulf War: liberalism, nationalism, neo-marxism, feminism and post-modernism. Prerequisites: 241 and 242, 243, or 244. **{S}** 4 credits

Gregory White

T 1–2:50 p.m.

348a Seminar in International Politics

Topic for 1997–98: Conflict and Cooperation in Asia. The seminar will identify and analyze the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course will conclude by evaluating prospects for current efforts to create a new “Asia Pacific Community.” Permission of the instructor is required. **{S}** 4 credits

Dennis Yasutomo

T 1–2:50 p.m.

349b Seminar in International Relations and Comparative Politics

Topic for 1997–98: The Political Economy of the Newly Industrializing Countries of Asia. An examination of the post-war development of Hong Kong, South Korea, Singapore and Taiwan. **{S}** 4 credits

Steven Goldstein

Th 7:30–9:30 p.m.

[350a Seminar in Comparative Government and International Relations]

4 credits

[351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan]

The socio-cultural, political and economic foundations of Japanese foreign policy. Emphasis on the post–World War II period and the search for a global role. Permission of the instructor is required. To be offered in 1998–99. **{S}** 4 credits

Dennis Yasutomo

[352a Seminar in Comparative Government and International Relations]

Topic: International Development Policy. An examination of the dilemmas of development policy choices, with special emphasis on the experiences of international institutions such as the World Bank and the International Monetary Fund. Substantive topics include the design and implementation of projects to alleviate poverty and inequality among the rural and urban poor, the political economy of stabilization and liberalization programs in debtor states. **{S}** 4 credits

Political Theory

261a Ancient and Medieval Political Theory

An examination of the classical polis and the Christian commonwealth as alternatives to the nation-state of the modern world. Topics considered include the moral effects of war and faction, the meaning of justice, citizenship and natural law, the relation of politics and philosophy, and the contest between secular and sacred authority. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas and Marsilius. Emphasis on the ancients. **{S}** 4 credits

Alice Parker Behnegar

T Th 9–10:20 a.m.

262b Early Modern Political Theory, 1500–1800

An analytical and critical consideration of major

theorists and concepts beginning with Machiavelli, including such topics as political power and political right; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism and the question of people's capacity to create and control political systems. {S} 4 credits

Gary Lebring

T Th 9–10:20 a.m.

263a Political Theory of the 19th and 20th Centuries

A study of the major liberal and radical political theories of the 19th and early 20th centuries, with emphasis on the writings of Hegel, Marx, Mill, Weber and Marcuse. Not open to first-year students.

{S} 4 credits

Philip Green

M W F 1:10–2:30 p.m.

[264b Problems in Democratic Thought]

What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, participation, majority rule vs. minority rights, and equality. Selected readings from liberal, radical, democratic, Marxian and feminist political thought. Not open to first-year students. {S} 4 credits

[361b Seminar in American Political Thought]

Topic for 1998–99: American Political Thought from the Revolution to the Civil War. Of central importance are the intellectual sources of the American regime, the institution of constitutional democracy, the problematic relationship of liberty and equality, and the struggle over slavery and states' rights. To be offered in 1998–99. {S} 4 credits

Patrick Coby

362b Seminar in Political Theory

Topic for 1997–98: The Question of Machiavelli. How is Machiavelli to be interpreted? Is he the first value-neutral political scientist, as some say; or, as others say, is he an impassioned partisan of republican politics? But then others say that he is a monarchist and imperialist. Perhaps, though, he is just confused, and perhaps gender-ambivalence is the cause of his confusion. Or maybe he is exceptionally artful in his style of writings, a style suitable to

his role as a new, but unarmed, prince. We will consider these and other interpretations while reading many of Machiavelli's political and literary works. {S} 4 credits

Patrick Coby

T 1–2:50 p.m.

364b Seminar in Political Theory: Feminist Theory

Topic for 1997–98: Re-Imagining Law: Feminist Interpretations. An inquiry into the possibilities for a feminist jurisprudence and an evaluation of critical theories of law and social reform. The nature of legal authority will be considered in the context of women's ordinary lives and reproductive roles, their active participation in political and professional reform, their experiences with violence and pornography as well as the way they confront race, class and ethnic barriers. Admission by permission of the instructor. {S} 4 credits

Kristin Bumiller

To be arranged

366a Seminar: Ideology, Culture and Politics

How are hierarchies of gender, class and race legitimated in a democratic society? How does the ruling class maintain its rule? Patterns of domination and resistance in everyday life, with emphasis on the role of the mass media, especially television and films, in the United States. Prerequisite: 100d or SOC 212b; GOV 263a or equivalent recommended. {S} 4 credits

Philip Green

Sec. I: T 1–2:50 p.m.

Sec. II: Th 3–4:50 p.m.

Films shown T 3–4:50 p.m. and W 7:30–10 p.m. (both showings required)

367b Seminar in Political Theory

Topic for 1997–98: Gay and Lesbian Politics and Theory. An exploration of the lesbian and gay political movement in the United States, this seminar will begin with the invention of the medical model of "homosexuality" in the 19th century and trace the rise of a lesbian/gay/bisexual political movement through the 20th century. The course will adopt a historical approach, examining issues of policy, politics and identity from within these different time periods, including an examination of the rise in lesbian and gay multiculturalism and

the advent of lesbian and gay studies as an academic discipline. Prerequisite: 100 or a course in feminist theory. {S} 4 credits

Gary Lebring
T 3–4:50 p.m.

404a Special Studies

Admission for majors by permission of the department. 4 credits

404b Special Studies

4 credits

408d Special Studies

Admission for majors by permission of the department. 8 credits

The Major

Advisers: Martha Ackelsberg, Karen Alter, Patrick Coby, Mary Geske, Howard Gold, Stephen Goldstein, Philip Green, Gary Lebring, Walter Morris-Hale, Donald Robinson, Gregory White, Dennis Yasutomo.

Adviser for Study Abroad: Howard Gold.

Prelaw Advisers: Members of the department.

Graduate School Adviser: Martha Ackelsberg.

Director of the Jean Picker Semester-in-Washington Program: Donald Robinson.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

Requirements: 10 semester courses, including the following:

1. 100d;
2. one course in each of the following fields: American government, comparative government, international relations, and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may

be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and

4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major.

Based on 100d, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Patrick Coby.

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in their major. Eligible students are encouraged to apply in the spring of their junior year, but fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

430d Thesis
8 credits

Requirements:

1. Students in Honors must fulfill the general requirements for the major, that is, 10 courses, of which 430d Thesis counts for two.
2. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the spring semester revising their papers and will submit the final version by April 1.
3. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was writ-

ten. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

431a Thesis

8 credits

Requirements: Requirements for honors for students in 431a will be the same as for those taking 430d, except that the final thesis will be due on the first day of classes of the second semester. Students must apply for admission to 431a in the preceding spring semester.

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200b, [201a], 202b, 206b, 207a, [208a] and [209a]. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411a); two

credits for GOV 413a, seminar on political science research; and eight credits for an independent research project (412a), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.

History

Professors

**Joan Afferica, Ph.D.
 R. Jackson Wilson, Ph.D.
 Lester K. Little, Ph.D.
 **Howard Allen Nenner, LL.B., Ph.D.
 Joachim W. Stieber, Ph.D.
 Neal E. Salisbury, Ph.D., *Chair*
 Daniel K. Gardner, Ph.D.

Associate Professors

Ann Zulawski, Ph.D. (History and Latin American Studies)
 †Ernest Benz, Ph.D.

Assistant Professors

Richard Lim, Ph.D.
 Michael Dettelbach, Ph.D.

Keith Lewinstein, Ph.D. (Religion and Biblical Literature and History)
 Lisa DiCaprio, Ph.D. (History and Women's Studies)

Instructors

Robert A. Eskildsen, M.A.
 Jennifer Klein, M.A.

Associated Faculty

Daniel Horowitz, Ph.D. (American Studies and History)
 Helen Lefkowitz Horowitz, Ph.D. (American Studies and History)

Research Associate

Marylynn Salmon, Ph.D.

[Courses in brackets will not be offered during the current year.]

History courses at the 100 and 200 level are open to all students unless otherwise indicated. History 100a is required of all majors. Students contemplating a history major are advised to take HST 100a in their first or second year. Admission to seminars (300 level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses and seminars retain their home department or program designations.

Introductory Course

100a Introduction to History

Approaches to history and the past through comparative analysis of pre-modern societies. Topics include the land and human settlement, economic organization, diet and disease, family life, language and literacy, social structure, religious beliefs and

practices, and political culture and institutions. Attention to each society's perceptions of and contacts with other parts of the world. Societies for 1997–98: Japan, western Europe and the Middle East at key points between the 7th and 12th centuries. {H} 4 credits

Keith Lewinstein (Director), Lester Little, Robert Eskildsen

M W 10–10:50 a.m., three dis. sections, Th 3–4:50 p.m.

Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

201b (L) The Silk Road

The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies and their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We will sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. **{H}** 4 credits

Richard Lim

T Th 1–2:30 p.m.

Antiquity

202a (L) Ancient Greece

The emergence of the Greek world from the Dark Age to Philip II of Macedon, c. 800–336 B.C.E., focusing on the politics, society and culture of late archaic and classical Greece. Main topics include colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon. **{H}** 4 credits

Richard Lim

T Th 10:30–11:50 a.m.

203b (L) Alexander the Great and the Hellenistic World

Following Alexander of Macedon's conquest of the Persian Empire, a Greek-speaking commonwealth stretched from the Mediterranean to India. This course examines this dynamic period of history to the coming of the Romans. Main topics include Alexander and his legacy; Greek conquerors and native peoples in contact and conflict; kings, cities and experimentation with multi-ethnic society; unity and diversity in Hellenistic Egypt, Syria and Judea; new developments in science and religion. **{H}** 4 credits

Richard Lim

T Th 10:30–11:50 a.m.

[204a (L) The Roman Republic]

A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman

family and slavery; encounters with local cultures in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. To be offered in 1998–99. **{H}** 4 credits

Richard Lim

[205b (L) The Roman Empire]

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy, persecution of Christians; pagans, Christians and Jews in late Antiquity. To be offered in 1998–99. **{H}** 4 credits

Richard Lim

206a (C) Aspects of Ancient History

Topic for 1997–98: Sports and Public Entertainment in Greece and Rome. The development from Greek competitive sports to Roman spectator shows such as chariot races and gladiatorial combats. We examine their organization, performance and significance, focusing on the roles of amateurs and professionals; careers of athletes, actors, charioteers and gladiators; the importance of play, contest and violence to ancient society; “bread and circuses” as symbolic benefaction and urban strategy. Comparative readings in the socio-anthropology of sports. **{H}** 4 credits

Richard Lim

W 7–9:30 p.m.

Islamic Middle East

[207a (L) Islamic Civilization to the 15th Century]

The Middle East in the early and medieval Islamic periods. The creation of a new world civilization between the Arab conquests (7th century) and the rise of the Ottoman Empire (15th century). Topics include the career of the Prophet Muhammad; the spread of Islam; varieties of state formation; the transmission of learning; medieval forms of piety and their social and political expression; household and military slavery; urban societies; Islamic religious and secular culture. Open to first-year students. To be offered in 1998–99. **{H}** 4 credits

Keith Lewinstein

208b (L) The Shaping of the Modern Middle East

A survey of Middle Eastern history from 1500 to the present. Primary themes include the emergence and decline of the last Muslim empires; European imperial penetration in the 19th century and its social and cultural impact; state building in the Arab world, Turkey and Iran during the 20th century; traditional and modern social and political practices; new secular ideologies (nationalism, pan-Arabism, Zionism); Islamic reform and political Islam. Open to first-year students. **{H}** 4 credits

Keith Lewinstein

T Th 9–10:20 a.m.

[209b (C) Aspects of Middle Eastern History]
{H} 4 credits**South Asia****[210b Modern India]**

{H/S} 4 credits

East Asia**211a (L) The Emergence of China**

Chinese society and civilization from c. 1000 B.C. to A.D. 700. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women and introduction of Buddhism. Open to first-year students. **{H}** 4 credits

Daniel Gardner

T Th 10:30–11:50 a.m.

212b (L) China in Transformation, A.D. 700–1900

Chinese society and civilization from the T'ang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion and confrontation with the West. Open to first-year students. **{H}** 4 credits

Daniel Gardner

T Th 10:30–11:50 a.m.

[213b (C) Aspects of Chinese and Japanese History]

Topic for 1998–99: The Intellectual Foundations of China. Readings from the major schools of Chinese thought, such as Confucianism, Mohism, Taoism, Legalism and Yin-Yang cosmology. **{H}** 4 credits

Daniel Gardner

214b (C) Aspects of Chinese History

Topic for 1997–98: Religious Practice in China. The role of religion in traditional and contemporary Chinese society. Anthropological approaches to Chinese religion; religion and politics; religion among the elite; religion and women; popular religion; divination; ancestor worship; ghosts; sectarian rebellions; the impact of Christianity in China. **{H}** 4 credits

Daniel Gardner

T 1–3:30 p.m.

218a (C) Thought and Art in China

Topic for 1997–98: Confucian and Taoist Thought and Art in China. A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. Open to first-year students by permission of the instructors only. **{H/A}** 4 credits

Daniel Gardner, Marilyn Rhie (Art and East Asian Studies)

T 1–4 p.m.

220a (L) Japan from Ancient Times to the 18th Century

Japanese history from its prehistoric beginnings to the Tokugawa period, focusing on politics, society and culture. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance and the rise of the commoner class. **{H}** 4 credits

Robert Eskildsen

M W F 11 a.m.–12:10 p.m.

221b (L) Modern Japan

19th- and 20th-century Japanese history. Topics include social and economic change in the late Tokugawa period, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, the birth of mass culture, world war, postwar recovery and contemporary challenges.

{H} 4 credits

Robert Eskildsen

M W 10–10:50 a.m.; dis. F 9–9:50 a.m., F 10–10:50 a.m.

[222a (C) Aspects of Japanese History]

Topic for 1998–99: Tokugawa Society. An inquiry into Japanese society during the Tokugawa period, from the turbulent formative years of the late 1500s to the challenges and conflicts of the mid-1800s. Topics include views of the foreign world, samurai life, urban life, the aesthetic of leisure, women's life, art and Tokugawa thought. To be offered in 1998–99. {H} 4 credits

Robert Eskildsen

Europe

[224a (L) Europe in the Age of Migration, 300–1050]

Plague and demographic decline; peasant society under a warrior elite; social roles of women; gift-exchange economy; acculturation of Celtic, Roman, Germanic, Islamic, Jewish and Scandinavian peoples; Latin literacy and the earliest vernaculars; religion as ritual; the book as treasure; beginnings of the Romanesque. To be offered in 1998–99.

{H} 4 credits

Lester Little

[225b (L) Europe in the Age of the Commercial Revolution, 1050–1300]

Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy; evangelical awakening, feminine mysticism, the laity and the suppression of dissent; expulsion of the Jews; crusades against Moslems and Greek Christians; travel to China; from Romanesque to Gothic. {H} 4 credits

Lester Little

M W 1:10–2 p.m.; dis. W 2:40–3:30 p.m., W 7:30–8:20 p.m.

[226b (L) Social History of European Monasticism]

From the Benedictines to the Franciscans and Dominicans: recruitment, patronage, governance, livelihood, spirituality and reciprocal ties with

society. Comparison with monastic movements in other religious traditions. Recommended background: 224, 225, or 227. To be offered in 1998–99. {H} 4 credits

Lester Little

[227a (L) Early English History]

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. To be offered in 1998–99. {H} 4 credits

[230a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy]

Society, culture and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance and the early voyages of discovery. Open to first-year students by permission of the instructor only. {H} 4 credits

Joachim Stieber

M W 9–9:50 a.m.; dis. F 9–9:50 a.m., F 10–10:50 a.m.

[231b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times]

European society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to first-year students by permission of the instructor only. {H} 4 credits

Joachim Stieber

M W F 9–9:50 a.m.

[234a (L) Tudor England]

The development of the early modern English state, from its 15th-century origins to the death of Elizabeth. Dynasticism, religious upheaval and the place and power of English monarchs from Richard III to James I. {H} 4 credits

Howard Nenner

M W 10–10:50 a.m.; dis. F 10–10:50 a.m., F 11–11:50 a.m.

[235b (L) Stuart England]

The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. Religion, politics and constitutional thought in England's century of revolution.

{H} 4 credits
Howard Nenner
 T Th 9–10:20 a.m.

236b (C) Authority and Legitimacy in the Age of More and Shakespeare

An examination of the texts and historical context of Shakespeare's *Richard II*, *1 Henry IV*, *Henry V*, *Richard III* and *King Lear*; More's *Utopia* and *The History of Richard III*; and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy. Admission by permission of the instructors. {L/H} 4 credits
Howard Nenner, William Oram (English Language and Literature)
 T Th 1–2:50 p.m.

237a (C) A Social and Cultural History of England, 1830–1940

An examination principally of Victorian and Edwardian England, and the Great War and its aftermath, with particular emphasis on the middle and upper classes and the intellectual elite. {L/H} 4 credits
Howard Nenner
 M W 1:10–2:30 p.m.

[239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars]

The political, social and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state. To be offered in 1998–99. {H} 4 credits
Joan Afferica

240a (L) Tradition and Change in Russian and Soviet History, 1801–Present

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; collapse of the USSR and prospects for change in post-Soviet state and society. {H} 4 credits
Joan Afferica
 T Th 1–2:50 p.m.

JUD 286b Jews and European Civilization, 1492–1942

[243b The European Millennium]

{H} 4 credits
Michael Dettelbach

244a (L) The Scientific Revolution

Science, society and religion in Europe from the Middle Ages to the French Revolution. Topics include Aristotelianism; magic and occult philosophies; baroque artisans and the mechanical philosophy; Galileo and the Catholic Church; Descartes vs. Newton; Newtonianism, deism and atheism in the 18th century; discovery of oxygen; Faust and Frankenstein. {H} 4 credits
Michael Dettelbach
 T Th 10:30–11:50 a.m.

245a (L) Europe in the Age of Reform and Revolution, 1600–1815

Absolute monarchy in Europe as a political, economic, military and cultural system, and its collapse. The policed state; warfare and its costs; commercial empires and the progress of navigation; the Enlightenment public; revolution and revolutionary war in France and in Europe, 1789–1815; liberalism, conservatism, radicalism. {H} 4 credits
Michael Dettelbach
 M W F 11 a.m.–12:10 p.m.

[246b (L) The Age of Enlightenment]

The 18th-century transformation of European thought, art and manners which formed the liberal and secular sensibilities of modern European societies. Themes include the relationship between the Enlightenment and organized religion; the comparison of Enlightenment in different national contexts; the idea and role of women in the Enlightenment; the relationship between Enlightenment and the French Revolution. To be offered in 1998–99. {H} 4 credits
Michael Dettelbach

[247a (C) The Rise and Collapse of the Russian and Soviet Empires]

Formation of the Great Russian and Soviet Empires; theory and practice of government policy toward minority populations; political, economic

and cultural relations among constituent peoples in the 19th and 20th centuries. To be offered in 1998–99. {H} 4 credits

Joan Afferica

249b (C) The Middle Ages and the Renaissance in European Thought, 1750–1870

The images of the Middle Ages and of the Renaissance in England, Germany and France both before and after the French Revolution. The Gothic Revival as a reaction against classicism in arts and letters, against the political and social values of the French Revolution as well as against industrial modernization and economic liberalism. An epilogue will briefly survey the Gothic Revival in the United States (c. 1830–1930). {L/H} 4 credits

Joachim Stieber

M W 2:40–4 p.m.

[250a (L) Europe in the 19th Century]

1814–1914: a century of fundamental change without a general war. The international order established at the Congress of Vienna and its challenges: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. To be offered in 1998–99. {H} WI 4 credits

Ernest Benz

251b (L) Europe in the 20th Century

An assessment of the major developments of the 20th century as it draws to a close. Special attention to the origin, character and outcome of the two World Wars, the experience of Fascism, Nazism and Communism, and the current process of European unification. {H} 4 credits

Lisa DiCaprio

M W 2:40–4 p.m.

253a (C) Women in Modern European Societies

Women's social, economic, cultural and political roles from the French Revolution to the present. Special attention to France, Britain, Russia and Germany and to mass movements for suffrage, peace, women's rights and revolution. Sources include films, novels, political treatises and memoirs. {H/S} 4 credits

Lisa DiCaprio

T Th 9–10:20 a.m.

[254b (C) 19th-Century European Thought]
{H/S} 4 credits

[255a (C) 20th-Century European Thought]
{H} 4 credits

256b (C) The Industrial Revolution

The 18th–19th-century revolution in the organization of manufacture and work from the perspectives of cultural and political history. Development of concepts of technology, free labor, skill, class and factory, and of key material innovations such as the water-frame, steam engine, railroads, carbonized steel, tarmacadam; rural and urban industrialization; banking and anti-Semitism. {H} 4 credits

Michael Dettelbach

T Th 1–2:30 p.m.

WST 300b Special Topics in Women's Studies

Latin America

260a (L) Colonial Latin America, 1492–1821

Iberian invasions in the 16th century to the movements for independence in the early 1800s. The course emphasizes the effects of Spanish and Portuguese colonial rule on the native societies of the Americas. {H} 4 credits

Ann Zulawski

T Th 10:30–11:50 a.m.

261b (L) National Latin America, 1821 to the Present

A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. {H} 4 credits

Ann Zulawski

T Th 10:30–11:50 a.m.

[263b (C) Continuity and Change in Spanish America and Brazil]

Topic for 1998–99: Gender in the Study of Latin American History. Gender as a central element in

the creation of Latin American societies. The interaction of gender, class and ethnicity in different historical periods in various regions of Spanish America and Brazil. Topics include changing gender relations in the Aztec and Inca states, men and women under colonialism, gender and movements for social change, the household economy and the public sphere, sexuality and society. At least one course in Latin American history is strongly recommended as a foundation for this class. {H} 4 credits

Ann Zulawski

United States

History 265, 266 and 267 constitute an introductory sequence in U.S. history.

265b (L) America in the Age of Empires and Revolutions, 1500–1820

An introduction to the social, political and cultural history of the peoples of North America during the eras of colonization, the American Revolution and the early republic. {H} 4 credits

Neal Salisbury

M W 1:10–2:30 p.m.

266a (L) The Age of the American Civil War

A study of the origins, course and consequences of the war of 1861–65. Major topics include slavery as a political and constitutional issue; the collapse and redefinition of the political party systems; major campaigns and battles; the role of African Americans in the ending of slavery; the making of Union and Confederate myths; the fate of the freed slaves during Reconstruction; the white Americans' final abandonment of the cause of the freed people in the 1880s and 1890s. {H} 4 credits

R. Jackson Wilson

M W 1:10–2:30 p.m.

267a (L) The Development of Modern America, From the 1890s to the Present

Emergence of the United States as a world power, changes in the economic system, development of the social welfare state, radical and conservative political movements, growth of a more diverse population, rise of consumer culture, and development of modes of cultural expression. {H} 4 credits

Jennifer Klein

M W 2:40–4 p.m.; dis. W 1–1:50 p.m., W 7:30–8:20 p.m.

268a (L) North American Indians Since 1500

An introduction to the economic, political and cultural history of Native Americans and their relations with non-Indians. {H} 4 credits

Neal Salisbury

T Th 9–10:20 a.m.

[269a (L) The Colonial Experience in North America]

{H} 4 credits

Neal Salisbury

271a (C) American Space: History of the American Landscape and Built Environment

The human-made environment in the United States in its historical dimensions. Focus is on selected problems—such as the land, the house, public buildings and spaces, cities—examined in a range of time periods. Readings include literary works, cultural geography, architectural criticism, social and cultural history, and studies of particular sites. Permission of the instructor required. {H} 4 credits

Helen Lefkowitz Horowitz

T Th 1–2:50 p.m.

273b (L) Contemporary America

The United States' rise to global power since 1945, the Cold War, McCarthyism, the political upheaval of the 1960s and the politics of scarcity. {H} 4 credits

Daniel Horowitz

T Th 9–10:20 a.m.

275a (L) Intellectual History of the United States to 1860

{L/H} 4 credits

R. Jackson Wilson

M W F 11 a.m.–12:10 p.m.

[276a (L) Intellectual History of the United States after 1860]

To be offered in 1998–99. {L/H} 4 credits

R. Jackson Wilson

[277a (L) History of Women in the U.S., Colonial Period to 1865]

The historical position of women within the society and culture. Problems include immigration and ethnicity, isolation and social organization, the legal status of women (property and other rights), religion and witchcraft, race and class, the Revolution and the Civil War, women's work within the household, slavery, education, redefinition of motherhood, abolition and reform, emergence of women's rights and factory labor. Emphasis on social, cultural and spatial aspects. Prerequisite: a pre-Civil War history course. Offered in alternate years. **{L/H}** 4 credits

278b (L) History of Women in the U.S., 1865 to 1970

Continued examination of the historical position of women within the society and culture. Problems will include the implications of class, the rise of the "lady," changing notions of sexuality, educational growth, feminism, African-American women in "freedom," wage-earning women, careers, radicalism, the sexual revolution, the impact of the world wars and depression, and feminism's second wave. Emphasis on social and cultural aspects. **{L/H}** 4 credits

Helen Lefkowitz Horowitz

T Th 10:30–11:50 a.m.

279b (L) City Limits: Urban History of the United States, 1860s to the Present

How Americans adapted to urban life and its organization of work and space. Cities as sites of immigrant acculturation, cultural experimentation, political entities within the federal system, and regional centers. Race, class and the resurgence of fears of the city since the 1960s. **{H}** 4 credits

Jennifer Klein

T Th 1–2:30 p.m.

AAS 270b The History of Afro-Americans in the South From the Civil War to the End of World War II

AAS 278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

280a (C) Problems of Inquiry

Topic for 1997–98: Work, Gender and the State in 20th-Century America. The history of work in its social and political context. Topics include work culture, labor movements, family economy, race and class, and how public policies affected women and men at work. **{H/S}** 4 credits

Jennifer Klein

T 3–4:50 p.m., Th 3–3:50 p.m.

AAS 335b Seminar: Free Blacks in the U.S. Before 1865

AMS 302b Seminar: The Material Culture of New England, 1630–1860

Colloquia in Comparative History

291a (C) The Plague of Justinian and the Black Death

Analysis of the two major outbreaks of the plague in Europe, one at the start of the Middle Ages and one at the end, with attention to geographical and chronological patterns of the spread of the disease and to effects on social relations, politics, religion and the value of labor. Comparisons to other epidemics in world history. Recommended background: HST 224, 226, or 230. **{H}** 4 credits

Lester Little

M W 1:10–2:30 p.m.

292b (C) The 19th-Century Crisis in East Asia

Reactions in China, Korea and Japan to political, diplomatic and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic and cultural transformation, and the birth of Japanese expansionism. **{H}** 4 credits

Robert Eskildsen

M W 1:10–2:30 p.m.

293a (C) Europe's Eastern Empires

A study of the forces that created, shaped, sustained and undermined the Romanov and

Hapsburg Empires, from the 17th to the 20th century. **{H}** 4 credits

Joan Afferica

W 1:10–3:40 p.m.

Seminars

302a Topics in Ancient History

Topic for 1997–98: Pagans and Christians in fourth-century Rome. **{H}** 4 credits

Richard Lim

T 3–4:50 p.m.

[317a Topics in Chinese History]

{H} 4 credits

Daniel Gardner

325b Early European History to 1300

Topic for 1997–98: Romanesque Christianity in Germanic Europe. Christian religious beliefs and practices in Europe between the approximate dates 750 and 1150. Aristocratic monasticism, vicarious religion, liturgical culture, ritual in Romanesque churches, blessing and cursing, dominance of Old Testament models, authority of St. Peter and of a mythic Rome, cults of saints and relics. Prerequisite: two 200-level courses in medieval European history, art, literature or religion.

{H} 4 credits

Lester Little

T 3–4:50 p.m.

330b Topics in European History, 1300–1660

Topic for 1997–98: The Theory and Practice of Government in Europe and in European Settlements in North America, 1400–1660. Lordship, community, religion and law as elements of political discourse in territorial principalities, provinces, city-states and self-governing communities. Italy, the Empire (Germany), the Netherlands and New Amsterdam (New York), France and New France (Québec), Castile and New Castile (Mexico), England and new England. **{H}** 4 credits

Joachim Stieber

T 3–4:50 p.m.

[335a Topics in British History]

{H} 4 credits

Howard Nenner

340a Topics in Russian History

Topic for 1997–98: The Stalin Phenomenon. Its sources, nature and legacy in the areas of politics, economy, culture and foreign policy, 1928–53.

{H} 4 credits

Joan Afferica

W 7:30–9:30 p.m.

346b Problems in Cultural History

Topic for 1997–98: Darwin and Darwinism.

Darwin's life and evolutionary science as they refract British society in an age of industrialization and materialism. Evolutionism from radical cry to capitalist creed; reception of evolution by natural selection in different national contexts; "survival of the fittest"; Social Darwinism. **{H}** 4 credits

Michael Dettelbach

T 3–4:50 p.m.

350b Modern Europe

Topic for 1997–98: The French Revolution. A gendered examination of the French Revolution as a world-historical event, ushering in modern conceptions of politics, citizenship and the nation-state. **{H}** 4 credits

Lisa DiCaprio

T 1–2:50 p.m.

[355b Topics in Social History]

Topic for 1998–99: History of Fertility Control.

{H/S} 4 credits

Ernest Benz

361b Problems in the History of Spanish America and Brazil

Topic for 1997–98: History and Society in the Andes. Andean peoples' contributions to human culture and the ways Andean societies have responded to and been changed by outside forces. Readings on Andean cosmology and principles of social and economic organization; social differentiation and ethnicity under colonialism; capitalist expansion, migration and urbanization; *indigenismo* and the Left; *Sendero Luminoso* and the popular movements based on gender and ethnicity. **{H}** 4 credits

Ann Zulawski

T 3–4:50 p.m.

[368a Topics in American Indian History]

Prerequisite: 268 or permission of the instructor.

{H} 4 credits

Neal Salisbury

[369b Topics in American Colonial History]

{H} 4 credits

Neal Salisbury

[370a The American Revolution]

To be offered in 1998–99. **{H}** 4 credits

Neal Salisbury

372b Problems in American History

Topic for 1997–98: Social Welfare and Social Policy in 20th-Century America. Expectations and legacies of major social programs from the Progressive Era, New Deal and War on Poverty. Topics include social security, AFDC, health insurance, failed alternatives, attitudes toward the poor, gender and family economies, race and citizenship.

{H/S} 4 credits

Jennifer Klein

T 3–4:50 p.m.

375a Problems in U.S. Intellectual History

Topic for 1997–98: The Mind and Art of Abraham Lincoln. **{H}** 4 credits

R. Jackson Wilson

M W 2:40–3:40 p.m.

383a Research in U.S. Women's History: The Sophia Smith Collection

Topic for 1997–98: American Women in the 19th and 20th Centuries. **{H}** 4 credits

Helen Lefkowitz Horowitz

W 1:10–3 p.m.

404a Special Studies

By permission of the department, for qualified returning students. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Joan Afferica, Michael Dettelbach, Robert Eskildsen, Daniel Gardner, Keith Lewinstein, Richard Lim, Lester Little, Howard Nenner, Neal Salisbury, Joachim Stieber, Ann Zulawski.

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100a.
2. Field of concentration: five semester courses at the 200 or 300 level, at least one of which is a Smith history department seminar. Two of these may be courses cross-listed in the history department or historically oriented courses in other disciplines. Historically oriented courses in other disciplines must be approved by the student's adviser.
3. Additional courses: five 200- or 300-level courses, of which four must be in at least two fields distinct from the field of concentration. Two of these five may be cross-listed courses in the history department.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1600; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically (e.g., Britain, Comparative Colonialism, History of Science, Women's History) and must be approved by an adviser.

The S/U grading option is not allowed for courses counting toward the major.

A student may count one (but only one) AP examination in history with a grade of 4 or 5 as the equivalent of a course for four credits toward the major. If the examination is in American history and the student's field of concentration is United States, the course it replaces must be in the concentration; otherwise, the course it replaces must be one of the additional courses. Similarly, if the examination is in European history, the student may use it toward the concentration in Modern

Europe; otherwise, the course it replaces must be one of the additional courses.

Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.

Adviser for Study Away: Joachim Stieber.

The Minor

Advisers: same as those listed for the major.

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically or thematically. Students should consult their advisers.

Honors

Director: Keith Lewinstein.

431a Thesis

8 credits

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, no later than preregistration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis counts for eight credits during the fall semester of the senior year. Each honors candidate defends her thesis in the week before spring recess at an oral examination in which she relates her thesis topic to a broader field

of historical inquiry, defined with the approval of the director of honors.

The history honors major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100a.
2. Field of concentration: four 200- or 300-level courses in the field of concentration, at least one of which is a Smith history department seminar. Two of these may be courses cross-listed in the history department or historically oriented courses in other disciplines.
3. The thesis counting for two courses (eight credits).
4. One semester course in ancient history or a related course in ancient studies.
5. Three history courses or seminars (12 credits) in a field or fields other than the field of concentration. One of these may be a course cross-listed in the history department.

Graduate

511a Problems in European History to 1300

4 credits

521a Problems in Early Modern History

{H} 4 credits

541a Problems in Modern European History

{H} 4 credits

571b Problems in American History

{H} 4 credits

580a Special Problems in Historical Study

Arranged individually with graduate students. {H} 4 credits

580b Special Problems in Historical Study

{H} 4 credits

590a Research and Thesis

4 credits

590b Research and Thesis

4 credits

590d Research and Thesis

8 credits

History of the Sciences

Advisers

*Lâle Aka Burk, Lecturer in Chemistry
 David Dempsey, Museum of Art
 Michael Dettelbach, Assistant Professor of History
 George Fleck, Professor of Chemistry
 †Nathanael Fortune, Assistant Professor of Physics

Thomas Litwin, Adjunct Associate Professor of
 Biological Sciences
 **Douglas Lane Patey, Professor of English
 Language and Literature
 Marjorie Senechal, Professor of Mathematics,
Director

[Courses in brackets will not be offered during the current year.]

History of science stands at the intersection of many disciplines and cultures: scientific, technological, humanistic and social. The Program in the History of the Sciences is designed to serve all Smith students. Courses in the program examine science and technology in their cultural and social contexts and the ways in which scientific inquiries, achievements and debates have shaped and continue to shape human culture (and vice versa). The history of science minor complements majors in the humanities, social sciences and the natural sciences.

112a Images and Understanding

Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression "I see" as a synonym for "I understand." In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking. {H/N} 4 credits

Marjorie Senechal

T Th 10:30–11:50 a.m.

211b Perspectives in the History of Science

Topic for 1997–98: Ancient Inventions. The dramatic pace of technological change in the 20th century obscures the surprising fact that most of the discoveries and inventions on which modern

societies have been constructed were made in prehistoric times. Ancient inventions tell detailed stories of complex knowledge for which no written records exist. In the first part of the course, we will survey what is known about the technology of daily life in several very ancient societies. In the second part, we will study one important technology, the production of textiles, in detail. During the third part of the course students will work on group projects in the science center machine shop, reconstructing an ancient invention of their choice. {H/N} 4 credits

Marjorie Senechal

T Th 3–4:50 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

Cross-Listed Courses

ANT 246b The Anthropology of Science and Technology

ARC 211a Introduction to Archaeology

[**ANT 131b Perspectives on Human Behavior and Evolution**]

ANT 248a Medical Anthropology

[AST 215a History of Astronomy]**CHM 102b The Chemistry of Artists' Materials and Techniques****ENG 211b The Technology of Reading and Writing**

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. [3e] {L} 4 credits

Eric Reeves

T Th 9–10:20 a.m.

[ENG 274b History of Criticism]

Topic: Divisions Between the Arts and the Sciences. An introductory exploration of how, over time, the disciplines of knowledge have been divided up, designed to give students a historical understanding of how terms like "art," "science," "literature" and "criticism" have come to take on their modern meanings. Particular attention to moments of change and to controversies (both old and very recent) over where dividing lines should fall, and what difference it makes (especially to literary study) how the disciplines are thought to be divided. Prerequisite: an upper-level literature course. [3e] {L/H} 4 credits

HST 244a (L) The Scientific Revolution

Science, society and religion in Europe from the Middle Ages to the French Revolution. Topics include Aristotelianism; magic and occult philosophies; baroque artisans and the mechanical philosophy; Galileo and the Catholic Church; Descartes vs. Newton; Newtonianism, deism and atheism in the 18th century; discovery of oxygen; Faust and Frankenstein. {H} 4 credits

Michael Dettelbach

T Th 10:30–11:50 a.m.

HST 256b (C) The Industrial Revolution

The 18th–19th-century revolution in the organization of manufacture and work from the perspectives of cultural and political history. Development of concepts of technology, free labor, skill, class and factory and of key material innovations such as the water-frame, steam engine, railroads, carbonized steel, tarmacadam; rural vs. urban industrialization; banking and anti-Semitism. {H} 4 credits

Michael Dettelbach

T Th 1–2:30 p.m.

HST 346b Problems in Cultural History

Topic for 1997–98: Darwin and Darwinism. Darwin's life and evolutionary science as they refract British society in an age of industrialization and materialism. Evolutionism from radical cry to capitalist creed; reception of evolution by natural selection in different national contexts; "survival of the fittest"; Social Darwinism. {H} 4 credits

Michael Dettelbach

T 3–4:50 p.m.

MTH 350b Topics in the History of Mathematics**PHI 224b Philosophy and History of Scientific Thought****[PHY 105b Principles of Physics]****PPY 209b Philosophy and History of Psychology**

The Minor

Requirements: six semester courses, including one course in science and one course in history, chosen with the approval of the History of Science Committee, and four courses in history of science, at least two of which must be taken at Smith and must include 404a or b, directed by the student's adviser in the program. Work in history of science at the Smithsonian Institution under the Jean Picker Semester-in-Washington Program will be counted as two courses in the minor.

International Relations

Advisers

Steven Goldstein, Professor of Government

**Joan Afferica, Professor of History

**Elizabeth Hopkins, Professor of Anthropology

Cynthia Taft Morris, Professor of Economics

Elliot Fratkin, Associate Professor of Anthropology

Gregory White, Assistant Professor of Government

Mary Geske, Assistant Professor of Government,

Director

Karen Alter, Assistant Professor of Government

[Courses in brackets will not be offered during the current year.]

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

Beyond completion of GOV 241, students may take no more than two courses in any one department to count toward the minor.

Requirements: six semester courses including GOV 241, plus one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

ANT 232	Third World Politics
[ANT 236]	Economy, Ecology and Society]
ANT 241	Anthropology of Development
[ANT 243]	Colloquium in Political Ecology]
[ANT 340]	Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World]
ANT 341	Seminar: Ritual, Ideology and Power
ANT 342	Seminar: Population, Environment and Development
BIO 206	Conservation of Natural Resources
ECO 211	Economic Development

[ECO 213]	The World Food System]
GEO 109	The Environment
GOV 231	Government and Plural Societies
GOV 341	Seminar in International Politics: Gender and Global Politics
GOV 346a	Seminar in International Politics: International Organizations and National Politics
GOV 346b	Seminar in International Politics: Advanced Seminar in Political Law
[GOV 233]	Problems in Political Development]
GOV 243	International Law
[GOV 251]	Problems of International Security]
GOV 347	Seminar in International Politics: The 1991 Persian Gulf War
2. One course in international economics or finance:	
ECO 205	International Trade and Commercial Policy
ECO 206	International Finance
ECO 208	European Economic Development
ECO 209	Comparative Economic Systems
GOV 242	Politics of International Economic Relations
[GOV 352]	Seminar: International Development Policy]
3. One course in contemporary American foreign policy:	
GOV 244	Foreign Policy of the United States

- [GOV 342 Seminar: Studies in U.S. Foreign Policy]
HST 273 Contemporary America
4. One course in modern European history or government with an international emphasis:
[ECO 309 Seminar: Topics in Comparative Economic Systems]
[ECO 311 Seminar: Topics in Economic Development]
GOV 221 The Politics of Western Europe
GOV 223 Government and Politics of the Soviet Union and Its Successor States
GOV 323 Seminar in Comparative Government
HST 240 Tradition and Change in Russian and Soviet History, 1801–Present
HST 245 Europe, 1660–1815
[HST 247 The Rise and Collapse of the Russian and Soviet Empires]
[HST 250 Europe in the 19th Century]
HST 251 Europe in the 20th Century

5. One course on the economy, politics or society of a region other than the United States and Europe:

AFRICA

- [ANT 231 Africa: A Continent in Crisis]
ANT 232 Third World Politics
[GOV 224 Governments and Politics of the Middle East and North Africa]
GOV 227 Government and Politics of Sub-Saharan Africa
GOV 321 Power and Politics in Africa: The Female Factor
GOV 345 South Africa in World Politics

ASIA

- GOV 228 Government and Politics of Japan
GOV 230 Government and Politics of China
GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
GOV 349 The Political Economy of the Newly Industrializing Countries of Asia
[GOV 351 Seminar in Comparative Government and International Relations: Foreign Policy of Japan]

- [HST 210 Modern India]
HST 212 China in Transformation, A.D. 700–1900
[HST 213 Aspects of Chinese and Japanese History]
HST 214 Aspects of Chinese History: Religious Practice in China
Thought and Art in China
[HST 317 Topics in Chinese History]
REL 270 Religious History of India (Ancient and Classical)
REL 271 Religious History of India (Medieval and Modern)
REL 272 Buddhist Thought

MIDDLE EAST

- [ECO 214 Economics of the Middle East and North Africa]
[GOV 224 Governments and Politics of the Middle East and North Africa]
[GOV 229 Government and Politics of Israel]
[GOV 248 The Arab-Israeli Dispute]
HST 208 The Shaping of the Modern Middle East
REL 275 The Islamic Tradition

LATIN AMERICA

- [ANT 237 Native South Americans: Conquest and Resistance]
ECO 318 Seminar: Latin American Economics
GOV 226 Latin American Political Systems
[GOV 322 Seminar in Comparative Government: Mexican Politics From 1910 to the Present]
[GOV 324 Seminar in Comparative Government: Gender, Education and Democracy in Latin America]
GOV 343 Seminar in International Politics
[HST 261 Continuity and Change in Spanish America and Brazil]
HST 361 Problems in the History of Spanish America and Brazil
LAS 100 Perspectives on Latin America

At the discretion of the adviser, equivalent courses at other colleges may be substituted for Smith College courses. At least one of the six courses should be at the seminar level.

Interterm Courses Offered for Credit

[Courses in brackets will not be offered during the current year.]

ARH 295j	Museum Studies	GEO 235j	Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis
BIO 370j	Tropical Ecology of Belize	GEO 270j	Carbonate Systems and Coral Reefs of the Bahamas
CHM 241j	How NMR Really Works	[REL 215j]	Exploring the Holy Land]
CHM 342j	NMR Spectroscopy in Two Dimensions		
ESS 175j	Applied Exercise Science		
[ESS 905j]	Badminton]		
ESS 950j	Self-Defense I		
ESS 952j	Self-Defense II		
[ESS 960j]	Squash (Beginning)]		
FRN 255j	Speaking (Like the) French: Conversing, Discussing, Debating, Arguing		

A schedule of important dates and information applicable to January Interterm courses is issued by the registrar's office prior to pre-registration in the fall.

Italian Language and Literature

Professor

Alfonso Procaccini, Ph.D., *Chair*

Kennedy Professor in Renaissance Studies

Annamaria Petrioli Tofani, Dottore in Lettere

Associate Professors

§ Giovanna T. Bellesia, Ph.D.

Anna Botta, Ph.D.

Lecturers

Vittoria Offredi Poletto, B.A.

Giancarlo Lombardi, Ph.D.

Stephanie L. Price, M.A.

Assistant

Barbara Spinelli

[Courses in brackets will not be offered during the current year.]

It is recommended that students planning to major in Italian take HST 100a, HST 223a, 224b, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should take Italian in the first two years. Courses in European history and in other literatures are also recommended.

The prerequisite for 250a and 251b and all advanced courses is 110d or 120d. In all literature courses students will be required to write in Italian.

Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Italian

A basic introduction to Italian that emphasizes a gradual development of the language skills. Laboratory work is required. Preference given to first-year students. {F} 8 credits

First semester: *Vittoria Poletto*, M W F 11 a.m.–12:10 p.m.; *Stephanie Price*, M W F 1:10–2:20 p.m.

Second semester: *Vittoria Poletto*, M W F 11 a.m.–12:10 p.m.; *Stephanie Price*, M W F 1:10–2:20 p.m.

110d Intensive Elementary Italian

One-year accelerated course to allow students to be admitted to courses in Group B (Literature)

and to profit from study abroad. Regular attendance and language laboratory work are required. Preference given to first- and second-year students. {F} 12 credits

First semester: *Stephanie Price*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Giancarlo Lombardi*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

Second semester: *Stephanie Price*, M W F 9–9:50 a.m., T Th 9–10:20 a.m.; *Giancarlo Lombardi*, M W F 10–10:50 a.m., T Th 10:30–11:50 a.m.

120d Intermediate Italian

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 100d. Conversation and discussion meetings. {F} 8 credits

Giancarlo Lombardi
M W F 11 a.m.–12:10 p.m.

220a High Intermediate Italian

Reading of and comment on not exclusively literary Italian texts and newspaper articles with special emphasis on syntax and style. English-Italian translation. Prerequisite: 110d, 120d, or permission of the department. Enrollment limited to 18 per section. {F} 4 credits

Anna Botta, M W F 9–9:50 a.m. and one hour to be arranged

Vittoria Poletto, M W F 10–10:50 a.m., Th 4–4:50 p.m.

230b Advanced Italian

A continuation of 220a, with emphasis on development of style. Intensive oral and written work.

Prerequisite: 220a or permission of the department. {F} 4 credits

Anna Botta, M W F 9–9:50 a.m., Th 4–4:50 p.m., and one hour to be arranged

Vittoria Poletto, M W F 10–10:50 a.m., Th 4–4:50 p.m., and one hour to be arranged

Literature

250a Survey of Italian Literature

Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. {L/F} 4 credits

Alfonso Procaccini

T Th 1–2:30 p.m.

251b Survey of Italian Literature

A continuation of 250a from the Renaissance to the present. Prerequisite 250a. {L/F} 4 credits

Anna Botta

T Th 1–2:30 p.m.

293a Re-Viewing Renaissance Art and Literature

(See also ARH 240a.) The Tuesday meeting of this colloquium will be taught by the Kennedy Professor in Renaissance Studies, Dr. Annamaria Petrioli Tofani, director of the Uffizi Gallery, Florence, who will look back through the writings of Giorgio Vasari to the major artistic works and interpretations of the art in Florence from Masaccio, about 1425, to Vasari's own time in the middle of the 16th century. The Thursday ARH and ITL classes meet independently; ARH 240a (Th 9–10:20 a.m.) will focus on the career of Raphael, first in Urbino and Florence, and then with the major fresco decorations in Rome at the Vatican Palace and the villa of Agostino Chigi, now known as the Villa Farnesina. The work of Raphael's primary follower and heir, Giulio Romano, especially as an assistant in the Vatican Palace and later independently at the Palazzo Tè, Mantua, will conclude this study; ITL 293a (Th 10:30–11:50 a.m.) will focus on Castiglione's *Il Cortegiano* and a selection of Vasari's writings in Italian. Students should enroll in the department and course number appropriate

for their programs. (E) {H/A/F} 4 credits

Annamaria Petrioli Tofani, T 9–11:30 a.m.

Craig Felton (Art), T 9–11:30 a.m.; Th 9–10:20 a.m.

Alfonso Procaccini (Italian), T 9–11:30 a.m.; Th 10:30–11:50 a.m.

332d Dante: Vita Nuova, Divina Commedia

{L/F} 8 credits

Alfonso Procaccini

W 7:30–10 p.m.

[334b Boccaccio and the Novella]

Themes, structure and style. Boccaccio's place in the tradition of European narrative. Bilingual texts.

Conducted in English. {L} 4 credits

Alfonso Procaccini

[338b Italian Literature of the 19th Century]

{L} 4 credits

342a Italian Cinema

A study of Italian film from Neorealism to the present. Directors include Visconti, De Sica, Rossellini, Antonioni, Fellini, Bertolucci and Moretti. Conducted in English. {L/A} 4 credits

Anna Botta

Th 1–3:40 p.m.; film viewings M 7:30–9:30 p.m.; second viewing to be arranged

343b Modern Italian Literature

Topic for 1997–98: Italy Today. An examination of contemporary Italian culture, with particular focus on the role of literature, politics, cinema, television and advertisements. Prerequisite: a course above 220 or permission of the instructor. Enrollment limited to 18. {L} 4 credits

Giancarlo Lombardi

T Th 1–2:10 p.m.; film viewing M 7:30–9:30 p.m.

404a Special Studies

By permission of the department, for senior majors who have had three semester courses above the introductory level. 4 credits

Members of the Department

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major

Advisers: Members of the Department.

Advisers for Study Abroad: Anna Botta, Vittoria Poletto, Alfonso Procaccini.

Basis: ITL 220.

Requirements: the basis, 10 semester courses. The 10 semester courses shall include 230b, 250a, 251b and 332d; and four of the following: [334], [338], 342, 343, 404, CLT 305 (all written work in the CLT courses must be done in Italian to be accepted for the Italian major).

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

The Minor

Advisers: Members of the Department.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as a possible overview of the history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue with Italian on a limited program. If, for whatever reason, a student cannot or does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Requirements: six semester courses including the following: 220a, 230b, 250a and 251b. Choice of two from two different periods including: [334], [338], 342, 343, 404.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors

Directors: Members of the Department.

430d Thesis
8 credits

431a Thesis
8 credits

Basis: 220a.

Requirements: 10 semester courses in addition to the basis, as in the major, and a thesis written in both semesters of the senior year, with a final oral examination in Italian of the subject and the general area of the thesis.

Graduate

Advisers: Anna Botta, Giancarlo Lombardi, Alfonso Procaccini.

550a Research and Thesis
4 credits

550b Research and Thesis
4 credits

550d Research and Thesis
8 credits

551a Advanced Studies
4 credits

551b Advanced Studies
4 credits

551d Advanced Studies
8 credits

Jewish Studies

†Howard Adelman, Ph.D., Associate Professor and
Director of the Jewish Studies Program
Elizabeth Shanks Alexander, Instructor in Jewish
Studies

Jewish Studies Advisory Committee

Martha A. Ackelsberg, Professor of Government,
Acting Director

†Ernest Benz, Associate Professor of History
Bruce Theodore Dahlberg, Professor of Religion
and Biblical Literature

†Donna Robinson Divine, Professor of
Government

Karl Paul Donfried, Professor of Religion and
Biblical Literature

Lois Dubin, Associate Professor of Religion and
Biblical Literature

Myron Peretz Glazer, Professor of Sociology
Daniel Horowitz, Professor of American Studies
and of History

**Peter Isaac Rose, Professor of Sociology

Esther Ziskind Weltman Scholar

1996–97, Judith Plaskow, Ph.D.

[Courses in brackets will not be offered during the current year.]

187a The Jewish Heritage

An introduction to the variety of literature in Jewish life, focusing on themes such as text and commentary, law and legend, daily reality and literary imagination, the individual and the community, the Land of Israel and the Diaspora, Ashkenazim and Sephardim. Textual examples from the Jewish sacred tradition will include the Hebrew Bible, Talmud, Zohar and modern theologians. {L/H} 4 credits

Elizabeth Shanks Alexander

M W F 11 a.m.–12:10 p.m.

200-Level Courses

224b Women in Rabbinic Literature

An introduction to the Jewish textual tradition, the world of rabbinic discourse and the literary genres produced, including biblical narratives about women and female aspects of the deity and their interpretations in rabbinic commentaries. Explorations of the legal status of women in the Talmud, the Mishnah and Gemara, addressing issues of marriage, the family, divorce, menstruation, abandonment, education, religious participation, prayer, sexuality. All readings will be in English translation. {L/H} 4 credits

Elizabeth Shanks Alexander

M W 2:40–4 p.m.

[225a Feminism and Judaism]

An introduction to major texts and issues in the contemporary feminist transformation of Judaism. Topics will include the search for a usable past, women and Jewish law, new images of God, transformation of ritual, and new understandings of sexuality and family. (E) {S} 4 credits

234b Introduction to Rabbinic Literature

Topic for 1997–98: Law and Spirituality. In spite of a commonly perceived conflict between spirituality and law, Jewish law has served four centuries as one of the primary means for a Jew to live a meaningful life turned toward God. This course will explore how Jewish law becomes a mechanism for expressing and experiencing spirituality. A study of the Jewish textual tradition, the world of rabbinic discourse and the literary genres produced. Explorations of the relationship of text to commentary, styles of discourse, social and political contexts, responses to catastrophe, impact on practice and belief. Primary sources in English. Subject to the approval of the Committee on Academic Policy.

(E) {L} 4 credits

Elizabeth Shanks Alexander

M W F 11 a.m.–12:10 p.m.

[AAS 255b History of African American and Jewish American Relations in the United States From the Colonial Period to About 1980]

The historical relationship between African-Americans and American Jews is long and complex. It intersects at many points and over many issues during the past two centuries. The points of extensive contact between African-Americans and American Jews will be the focus of this course. (E) **{H/S}** 4 credits

Louis Wilson (Afro-American Studies) and Howard Adelman

285a Jews and World Civilization, 30–1492

Jewish life and thought in the Land of Israel under the Romans; Jews under Islam; political and religious responses to the rise of Christianity; Jewish religion in medieval Europe. A study of how Jewish institutions grew and developed to accommodate changing historical circumstances. **{H}** 4 credits
Elizabeth Shanks Alexander
M W 1:10–2:30 p.m.

286b Jews and European Civilization, 1492–1942

A thematic overview of modern Jewish history in western, central and Eastern Europe, with related developments in America and the Middle East: expulsions and resettlement; constructions of Jewish citizenship by the Enlightenment and French Revolution; emancipation, assimilation and their discontents; rising nationalism and anti-Semitism; modern Jewish culture and politics, including Zionism. **{H}** 4 credits
Lois Dubin
T Th 10:30–11:50 a.m.

300-Level Courses

Prerequisite: at least one 200-level course in Jewish studies, religion or history; or permission of the instructor.

[REL 334b Colloquium: Jewish-Christian Relations]
4 credits

Howard Adelman, Dennis Hudson (Religion)

383b Seminar in Jewish Studies

Topic for 1997–98: History and Literature of the Holocaust. Interdisciplinary approaches to current scholarship on the destruction of European Jewry from 1933 to 1945. Topics will include the question of uniqueness, relationship to Jewish history, Jewish/Christian guilt and responsibility, implications for contemporary theology, law, education, psychology, morality, Jewish/Christian relations. Subject to the approval of the Committee on Academic Policy. (E) **{H}** 4 credits
Elizabeth Shanks Alexander
T 3–4:50 p.m.

[385a Jewish Autobiography]

Reading and discussion of autobiographical writings from the past 200 years from Central, Western and Eastern Europe, the United States, Israel, the Holocaust and the Soviet Union. These readings will highlight the struggle for self-expression, family preservation and communal control in light of many diverse circumstances. Readings will be English translations from Hebrew, Yiddish and German. **{L/H}** 4 credits

[387b Seminar: Women in Jewish History]

The methodology and historiographic issues facing a reconstruction of the roles of Jewish women in different periods and different places; an evaluation of recent studies as well as a criticism of earlier ones; uses of primary sources such as rabbinic, communal, archival and personal. Periods covered include Roman, Ashkenazic, Sephardic, Middle Eastern, Renaissance, Early Modern, Enlightenment, Eastern Europe, Modern Germany, United States, Israel. Students will pursue their own research and make class presentations. Offered in alternate years. **{H}** 4 credits

404a Special Studies
4 credits

404b Special Studies
4 credits

The Minor

Advisers: Martha Ackelsberg and members of the Jewish Studies Advisory Committee.

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year, though earlier discussion is preferable.

Jewish civilization has a recorded history of 4,000 years. With texts spanning the Hebrew scriptures and modern literature, Jewish writing can be found in many languages, such as Hebrew, Yiddish, Arabic, English, Italian and Spanish. Jewish texts participate in the literary traditions of the Arabs, Germans, Greeks, Slavs, Spaniards, British and Americans, among others. While the dispersion of the Jewish people has intersected with many civilizations, the Jewish people have made their most noticeable impact on Western civilization and culture. Christianity and Islam have had a major impact on Judaism. A minor in Jewish studies is an appropriate rubric in which to focus on components essential to Western civilization and crucial to a liberal arts curriculum. As an interdisciplinary program, the minor in Jewish studies offers a combination of courses from several disciplines. The areas of Jewish studies at Smith are Hebrew scriptures, Jewish history, Jewish literature, Jewish religious thought, contemporary Jewry, and Hebrew. A minor in Jewish studies serves to complement offerings in Hebrew Scripture, New Testament or Christian theology; ancient, medieval, early modern or modern history; archaeology, government, anthropology, women's studies or sociology; or any language and literature. The reciprocal relationships between Jewish studies and these subjects permit students to learn more about the complex interdependence of the multiple sources of Western identity. A minor in Jewish studies can also provide a well-rounded approach to the humanities for a student concentrating in the field of the sciences.

Requirements: a total of five courses, to be selected from the following list; students are encouraged to select their courses from several different areas. One semester of each year of modern Hebrew studied at the 200 and 300 levels can be applied toward the minor.

BIBLE

- REL 210a Introduction to the Bible I: Old Testament
- REL 213b Prophecy in Ancient Israel
- REL 220b Introduction to the Bible II: New Testament
- REL 313b Seminar: The Book of Genesis

JEWISH HISTORY

- JUD 285b Jews and World Civilization, 30–1492
- JUD 286b Jews and European Civilization, 1492–1942
- [JUD 387b Women in Jewish History]

JEWISH LITERATURE

- FRN 395a From Fact to Fiction: The Dreyfus Affair
- GER 151a Germans and Jews
- GER 351b Jews and Other Germans Before the Holocaust
- JUD 187a The Jewish Heritage
- JUD 224b Women in Rabbinic Literature
- JUD 234b Law and Spirituality
- [JUD 385a Jewish Autobiography]

JEWISH RELIGIOUS THOUGHT

- JUD 225a Feminism and Judaism]
- REL 110b H. Relating to the Other
- [REL 235a Jewish Spirituality: Philosophers and Mystics]
- REL 236a Jewish Thought in the Modern Period
- [REL 334b Jewish-Christian Relations]

HEBREW

- [REL 100d Elementary Classical Hebrew]
- REL 285a Hebrew Religious Texts
- REL 286b Hebrew Religious Texts
- [REL 382a Directed Readings in Religious Texts]

CONTEMPORARY JEWRY

- [AAS 255b African American and Jewish American Relations in the U.S. from Colonial Times to about 1980]
- [GOV 224b Government and Politics of the Middle East and North Africa]
- [GOV 229a Government and Politics of Israel]
- [GOV 248a The Arab-Israeli Dispute]
- JUD 383b History and Literature of the Holocaust
- [REL 110b Sec. F: Issues in Contemporary Judaism]

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced studies in Jewish studies should consider beginning the study of modern Hebrew at the University of Massachusetts during their first year. See the director of the Jewish Studies Program or a member of the Advisory Committee.

Latin American and Latino/a Studies

Advisers and Members of the Latin American and Latino/a Studies Committee

Ann Zulawski, Associate Professor of History and of Latin American Studies, *Director*

†Susan C. Bourque, Professor of Government
Charles Mann Cutler, Jr., Professor of Spanish and Portuguese

Donald Joralemon, Associate Professor of Anthropology

†Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American Studies
Nola Reinhardt, Associate Professor of Economics
Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese

Velma García, Assistant Professor of Government
Maria Estela Harretche, Assistant Professor of Spanish and Portuguese

†Dana Leibsohn, Assistant Professor of Art
Michelle Joffroy, Lecturer in Spanish and Portuguese

[Courses in brackets will not be offered during the current year.]

100a Perspectives on Latin America

An interdisciplinary introduction to some critical themes and issues in Latin American culture and history. Lectures and discussions will focus on such topics as perceptions of conquest; women in colonial times; nation building in the 19th century; 20th-century revolutions and the international context. Recommended for first- and second-year students. **{H/S}** 4 credits

Ann Zulawski

T Th 1–2:20 p.m.

[301a Seminar: Topics in Latin American Studies]

Open to qualified juniors and seniors. **{S}** 4 credits

404a Special Studies 4 credits

404b Special Studies 4 credits

The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portu-

guese is also recommended.) Following this, a program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, history, literature, government and theatre.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America: María Estela Harretche.

Adviser for Study Abroad in Brazil: Charles Cutler.

Five-year option with Georgetown University: Students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LAS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: HST 260a and HST 261b.

Requirements:

1. Two courses in Spanish American literature—usually SLL 260a and SLL 261b. Advanced language students may replace one of these with a topics course, such as SLL 372a or SLL 373b. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Five semester courses (at the intermediate or advanced level) dealing with Latin America and Brazil; at least three of the five must be in the social sciences (anthropology, economics, government); at least two of the five must be 300-level courses.

Approved courses for 1997–98

ANTHROPOLOGY

- [237a Native South Americans: Conquest and Development]
- [239a Women and Resistance in Latin America]

ART

- [202a Arts of the Pre-Columbian Andes]
- [304a Arts of Africa, Oceania and the Americas]

COMPARATIVE LITERATURE

- 268b Latina and Latin American Women Writers

DANCE

- 142b B. Comparative Caribbean Dance I
- 243a B. Comparative Caribbean Dance II

ECONOMICS

- 211a Economic Development
- 318b Seminar: Latin American Economics

GOVERNMENT

- [216b Minority Politics]
- 226a Latin American Political Systems
- [307b Seminar in American Government
Topic: Latinos and Politics in the U.S.]
- 322a Seminar in Comparative Government
- 343b Seminar in International Politics

HISTORY

- 260a Colonial Latin America, 1492–1821
- 261b National Latin America, 1821 to the Present

[263b

Continuity and Change in Spanish America and Brazil

Topic for 1998–99: Gender in the Study of Latin America]

361b

Problems in the History of Spanish America and Brazil

Topic for 1997–98: History and Society in the Andes

SPANISH AND PORTUGUESE

[POR 210b

Literature and Culture in the Portuguese-Speaking World: Brazil in Music, Film and Literature]

POR 220b

Literary Currents in the Portuguese-Speaking World (in Portuguese)

SLL 260a

Survey of Latin American Literature I

SLL 261b

Survey of Latin American Literature II

SLL 265a

Topics in Latin American Literature
Topic for 1997–98: The Bronze Screen: Latinas/os in Literature and Film

SLL 370b

Literary Genres in the Latin American Novel

SLL 371a

Latin American Literature in a Regional Context
Topic for 1997–98: Central American Literature

[SLL 372a

Themes in Latin American Literature]

[SLL 373b

Literary Movements in Spanish America]

THEATRE

141b

Acting I (Section 2)

Topic for 1997–98: Performing Text: Spanish Language from Page to Stage (This course will count as a 200-level course in Spanish.)

313b

Masters and Movement in Drama (Section 1) Contemporary Latino and Latina Writers North and South of the Border

The Minor in Latin American Studies

Requirements: six courses dealing with Latin America to be selected from anthropology, art, economics, government, history and literature. They must include HST 260, HST 261 and SLL 260a or SLL 261b, and at least one course at the 300 level.

The Minor in Latino/a Studies (effective 1998–99)

Requirements: six courses, which must include the following: HST 260 or HST 261, SLL 260a or SLL 261b; one other class on Latin America to be chosen from anthropology, art, economics, government, history or literature; and three classes in Latino/a studies to be chosen from CLT 268, GOV 216, GOV 307, SLL 265. At least one of the six courses must be at the 300 level. Students may count one course in Latino/a studies from another Five College institution toward the minor; students may also substitute a Spanish-language class at the 200 level for SLL 260a/SLL 261b.

Honors

Director: To be announced.

430d Thesis
8 credits

431a Thesis
8 credits

Admission by permission of the Latin American Studies Committee.

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student's junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis.

For Five College Certificate in Latin American Studies, see the description on page 349.

Logic

Co-Directors and Advisers

James Henle, Professor of Mathematics

Merrie Bergmann, Associate Professor of
Computer Science

[Courses in brackets will not be offered during the current year.]

In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

100a Valid and Invalid Reasoning: What Follows from What?

The study of logical arguments, both in the abstract and as they appear in the real world, with examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. {M} 4 credits

James Henle (Mathematics)

Lec. M W 11 a.m.–12:10 p.m.; dis. Th 9–10:10 a.m., Th 10:30–11:40 a.m., or F 11 a.m.–12:10 p.m.

[101b Plausible and Implausible Reasoning: What Happened? What Will Happen Next?]

The study of quantitative arguments, both in the abstract and as they appear in the real world, with examples drawn from law, economics, political theory, commercials, mathematics, psychology, debating and the popular press. Symbolic translation, modeling, puzzles, paradoxes and the analysis of statistical discourse. Enrollment limited to 24. 4 credits

[PHI 202b Symbolic Logic]

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science

and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. {M} 2 credits

[PHI 203b Topics in Symbolic Logic]

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Prerequisite: LOG 100 or PHI 202. Topic: Vagueness and Fuzzy Logic. After the initial meeting, the course will meet for the second half of the semester. {M} 2 credits

404a Special Studies

4 credits

404b Special Studies

4 credits

The Minor

Minors in logic, to be designed in consultation with a co-director, will consist of at least 20 credits including:

LOG 100 or PHI 202, but not both
MTH 153 or CSC 250
MTH 217 or PHI 220

Additional courses may be chosen from the following list:

CSC 111	Computer Science I
CSC 250	Foundations of Computer Science
[CSC 270	Digital Circuits and Computer Systems]
CSC 290	Introduction to Artificial Intelligence

LOG 404	Special Studies in Logic
MTH 153	Discrete Mathematics
[MTH 217	Mathematical Structures]
[PHI 203	Topics in Symbolic Logic]
[PHI 220	Logic and the Undecidable]
PHI 236	Linguistic Structures
[PHI 322	Topics in Advanced Logic]

Depending on the topic, the courses listed below may also be taken for Logic minor credit:

[CSC 390	Seminar in Artificial Intelligence]
MTH 224	Topics in Geometry
MTH 238	Topics in Number Theory
MTH 343	Topics in Mathematical Analysis
MTH 350	Topics in the History of Mathematics
[PHI 362	Seminar: Philosophy of Language]

There are also courses at Five College institutions that may be acceptable, courses in linguistics and law, for example.

Marine Sciences

Advisers

*H. Allen Curran, Professor of Geology, *Co-Director*

Paulette Peckol, Professor of Biological Sciences, *Co-Director*

John Burk, Professor of Biological Sciences

Mary Laprade, Lecturer in Biological Sciences

[Courses in brackets will not be offered during the current year.]

The marine sciences minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: six courses, no more than three of which can be taken at other institutions, including three required courses as follows: GEO 108b Oceanography; BIO 264a Marine Ecology (BIO 265a must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

GEOLOGY

- [231a Invertebrate Paleontology and Paleocology]
- 232a Sedimentology
- 270j Carbonate Systems and Coral Reefs of the Bahamas
- [311a Environmental Geophysics]
- 355b Senior Seminar. Topic for 1997–98: Coral Reefs: Past, Present and Future

BIOLOGICAL SCIENCES

- 242a Invertebrate Zoology and required Concurrent Laboratory 243a
- 260a Principles of Ecology and optional Concurrent Laboratory 261a
- [338b Morphology of Algae and Fungi and required Concurrent Laboratory 339b]

- 350b Biogeography
- 356a Plant Ecology and required Concurrent Laboratory 357a
- 364b Topics in Environmental Biology. Topic for 1997–98: Coral Reefs: Past, Present and Future
- 370j Tropical Ecology of Belize
- 400 Special Studies (a or b)

SOCIAL SCIENCES

- ECO 224b Environmental Economics
- GOV 243a International Law
- GOV 404 Special Studies (a or b)
- [PPL 303b Public Policy for Marine and Coastal Resources]

FIVE COLLEGE COURSE POSSIBILITIES

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

- Biology 524s: Coastal Plant Ecology
- Geology 591f: Marine Micropaleontology
- Res EC 474s: Marine Resources Economics
- Geography 391As: Coastal Resource Policy

OFF-CAMPUS COURSE POSSIBILITIES

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs: Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies.

Mathematics

Professors

Marjorie Lee Senechal, Ph.D.

†James Joseph Callahan, Ph.D.

Michael O. Albertson, Ph.D.

†David Warren Cohen, Ph.D.

James M. Henle, Ph.D.

Associate Professors

Patricia L. Sipe, Ph.D.

Katherine Taylor Halvorsen, D.Sc., *Chair*

Pau Atela, Ph.D.

Ruth Haas, Ph.D.

Assistant Professors

Yung-Pin Chen, Ph.D.

Christophe Golé, Ph.D.

Leanne Robertson, Ph.D.

Lecturer

Mary Murphy, M.A.T.

[Courses in brackets will not be offered during the current year.]

A student with three or four years of high school algebra (the final year may be called analysis, pre-calculus, trigonometry, functions or AP mathematics) but no calculus should enroll in Calculus I (111) or Intensive Calculus with Discrete Mathematics (125—open by permission of the instructor only). A student with a year of calculus will normally enroll in both Discrete Mathematics (153) and Calculus: Effective Computation and Power Series (114) in her first year. If a student has a year of BC calculus, she may omit Calculus: Effective Computation and Power Series.

A student with two years of high school algebra should enroll in Precalculus (102). This course provides a solid basis for calculus, and some of our majors start here. A student who has not studied mathematics for an extended period of time should consult Mary Murphy about beginning with Algebra and Elementary Functions (101).

Statistical Thinking (107) is an introduction to statistics at an elementary level. Both 105 and 107 are intended for students not (at the time) considering a major in mathematics.

A student who has a score of 4 or 5 on the AB Calculus Examination can receive four credits, providing she does not take 111 or 112 for credit. If she has a score of 4 or 5 on the BC Examination she can receive eight credits, providing she does not take 111, 112 or 114 for credit. She can receive credit for at most one of these examinations.

Students who are considering a major or minor in mathematics are encouraged to talk to a member of the department about the courses, goals and schedules.

For further information about the mathematics program, consult *A Guide for Majors and Minors in Mathematics* (available from department members).

101d Algebra and Elementary Functions

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem-solving techniques and analytical thinking. Topics include linear and quadratic equations and the properties and graphs of polynomials, rational, exponential, logarithmic and trigonometric functions. Enrollment limited. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both 101d and 102a or b. **{M}** 8 credits

Mary Murphy

M W F 1:10–2:30 p.m.; lab to be arranged

102a Pre-Calculus Mathematics

Functions, graphs, mathematical models, optimization, trigonometry, algebra. For students who need additional preparation before taking calculus. **{M}** **WI** 4 credits

Mary Murphy

M W F 10–10:50 a.m.; lab Th 3–4:50 p.m.

[102b Pre-Calculus Mathematics]

A repetition of 102a. **{M}** **WI** 4 credits

105b Discovering Mathematics

This course provides a place where intuition and creativity play as large a role as reasoning and analytic skills in the exploration of mathematics. Students from all disciplines are welcome. There are no prerequisites. **{M}** 4 credits

Christophe Golé

M W F 9–9:50 a.m.

107a Statistical Thinking

An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. We will design our own experiments, collect and analyze the data, and write reports on our findings. Prerequisite: high school algebra. **{M}** 4 credits

Katherine Halvorsen

T Th 9–10:20 a.m.

111a Calculus I

Rates of change, differential equations and their numerical solution, integration, differentiation and the fundamental theorem of the calculus. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor. **{M}** 4 credits

Members of the Department

M T W F 8–8:50 a.m.; M W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 10–10:50 a.m., Th 4–4:50 p.m.; M W F 11 a.m.–12:10 p.m.; M W F 1:10–2:30 p.m.

111b Calculus I

A repetition of 111a. **{M}** 4 credits

Members of the Department

M T W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 11 a.m.–12:10 p.m.

112a Calculus II

Applications of the integral, dynamical systems, infinite series and approximation of functions. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor. Prerequisite: 111a or b or the equivalent. **{M}** 4 credits

Christophe Golé

M W F 9–9:50 a.m., Th 8–8:50 a.m.

112b Calculus II

A repetition of 112a. Prerequisite: 111a or b or the equivalent. **{M}** 4 credits

Members of the Department

M W F 11 a.m.–12:10 p.m.; M W F 1:10–2:30 p.m.

114a Calculus: Effective Computation and Power Series

Power series and convergence, differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114a or b and 111a or b or 112a or b. **{M}** 4 credits

Members of the Department

M W F 9–9:50 a.m., Th 8–8:50 a.m.; M W F 11 a.m.–12:10 p.m.; M W F 1:10–2:30 p.m.

114b Calculus: Effective Computation and Power Series

A repetition of 114a. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114a or b and 111a or b or 112a or b. **{M}** 4 credits

Leanne Robertson

M W F 11 a.m.–12:10 p.m.

125d Intensive Calculus with Discrete Mathematics

An introduction to discrete and continuous mathematical modeling, including calculus, combinatorics, algorithms, computation and numerical methods. The scientific context will be emphasized, and computers are used in classes and laboratories. Topics will include counting, rates of change, recursion, differentiation, integration,

discrete and continuous dynamical systems, mathematical induction and infinite series. Coursework will be concentrated during the fall. Credits are apportioned eight for the first semester and four for the second semester. Consequently, students are advised to take only two additional courses during the first semester, but three during the second semester. Enrollment limited to 25. Permission of the instructor required. **{M}** 12 credits

James Henle

Fall: M W F 10–10:50 a.m., T Th 1–2:50 p.m., W 7:30–9:30 p.m.

Spring: M W F 10–10:50 a.m., W 7:30–9:30 p.m.

153a Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. **{M}** 4 credits

Michael Albertson

T Th 9–10:20 a.m.; T Th 10:30–11:50 a.m.

153b Introduction to Discrete Mathematics

A repetition of 153a. **{M}** 4 credits

Yung-Pin Chen, M W F 10–10:50 a.m.; *Ruth Haas*, T Th 10:30–11:50 a.m.

211a Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Prerequisite: 112a or b or the equivalent, or 111a or b and 153a or b; 153a or b is suggested. **{M}** 4 credits

Leanne Robertson, M W F 11 a.m.–12:10 p.m.; *Michael Albertson*, M W 2:40–4 p.m.

211b Linear Algebra

A repetition of 211a. **{M}** 4 credits

Christophe Golé, M W F 10–10:50 a.m.; *Patricia Sipe*, M W F 1:10–2:30 p.m.

212a Calculus III

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two- and three-dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates.

Path integration and Green's Theorem. Prerequisites: 112a or b and 211a or b. 211 may be taken concurrently. **{M}** 4 credits

Pau Atela

M W F 11 a.m.–12:10 p.m.

212b Calculus III

A repetition of 212a. **{M}** 4 credits

Yung-Pin Chen

M W F 9–9:50 a.m.

[217b Mathematical Structures]

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: LOG 100a, PHI 121a or b, or a 200-level mathematics course, or permission of the instructor. **{M}** 4 credits

[PHI 202b Symbolic Logic]

PHI 220b Logic and the Undecidable

PHY 211b Mathematical Methods of Physical Sciences and Engineering II

222b Differential Equations

Theory and applications of ordinary differential equations. Prerequisites: 211a or b and 212a or b; 212 may be taken concurrently. **{M}** 4 credits

Pau Atela

M W F 11 a.m.–12:10 p.m.

224b Topics in Geometry

Topic for 1997–98: To be announced. Prerequisites: 211a or b and 212a or b. **{M}** 4 credits

Michael Albertson

T Th 9–10:20 a.m.

225b Advanced Calculus

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: 211a or b and 212a or b, or permission of the instructor. **{M}** 4 credits

Patricia Sipe

M W F 11 a.m.–12:10 p.m.

233a An Introduction to Modern Algebra

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings and fields. Prerequisites: 112a or b or the equivalent, and 211a or b, or permission of the instructor.

{M} 4 credits

Ruth Haas

M W F 10–10:50 a.m.

238b Topics in Number Theory

Prerequisite: 153a or b, 211a or b, or permission of the instructor. {M} 4 credits

Leanne Robertson

T Th 10:30–11:50 a.m.

243a Introduction to Analysis

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: 211a or b, and 212a or b, or permission of the instructor. {M} 4 credits

Patricia Sipe

M W F 11 a.m.–12:10 p.m.

245a Introduction to Probability and Statistics

An application-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose between a lab for biology majors and a lab for all other majors. Prerequisite: 111a or b, or 153 a or b, or one year of high school calculus, or permission of the instructor. Lab sections limited to 15. {M} 4 credits

Katherine Halvorsen, Stephen Tilley (Biological Sciences)

M W F 1:10–2:30 p.m.; both labs M 2:40–4 p.m.

246a Probability

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: 153a or b and 212a or b, or permission of the instructor.

{M} 4 credits

Yung-Pin Chen

T Th 10:30–11:50 a.m.

247b Statistics: Introduction to Regression Analysis

The analysis of data using linear models. Applications of least squares theory including regression, analysis of variance. Prerequisites: 211a or b and one of the following: 107a, 245a, ECO 190a or b, SSC 190a or b, PSY 113a or b. {M} 4 credits

Katherine Halvorsen

M W F 1:10–2:30 p.m.

CSC 250a Foundations of Computer Science**253b Combinatorics and Graph Theory**

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisites: 211a or b, 153a or b, or permission of the instructor. {M} 4 credits

Ruth Haas

T Th 1–2:50 p.m.

[264a Topics in Applied Mathematics]

{M} 4 credits

[270b Introduction to Numerical Methods]

Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration and ordinary differential equations. Prerequisites: 211a or b, and some knowledge of a computer language, e.g., FORTRAN or Pascal. {M} 4 credits

307b Topics in Mathematics Education

Topic for 1997–98: To be announced. Prerequisite: 112a or b, 153a or b, or permission of the instructor. {M} 4 credits

James Henle

M W 2:40–4 p.m.

325a Complex Analysis

Complex numbers, functions of a complex variable, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 225b or 243a, or permission of the instructor. **{M}** 4 credits

Christophe Golé

M W F 1:10–2:30 p.m.

333b Topics in Abstract Algebra

Topic for 1997–98: To be announced. Prerequisite: 233a. **{M}** 4 credits

Michael Albertson

T Th 1–2:50 p.m.

342a Topics in Topology and Geometry

Topic for 1997–98: Optimization in a Historical Context. The calculus of variations, including the study of geodesics on surfaces. Prerequisite: 243a or permission of the instructor. **{M}** 4 credits
Lester Senechal, offered at Mount Holyoke College
To be arranged

343b Mathematical Analysis

A continuation of MTH 243. We continue our study of analysis with sequences and series of functions, Euclidean spaces and metric spaces, implicit functions, curves and surfaces. Further topics may be chosen from Fourier series, Lebesgue integrations, multiple integrals and ordinary differential equations. Prerequisite: 243a or permission of the instructor. **{M}** 4 credits

Patricia Sipe

M W 2:40–4 p.m., F 2:40–4 p.m. at the option of the instructor

346b Seminar: Mathematical Statistics

An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include random variables, special distributions, introduction to the estimation of parameters and hypothesis testing. Prerequisites: 212a or b and 246a. **{M}** 4 credits

Offered at Mount Holyoke College

To be arranged

350b Topics in the History of Mathematics

Topic for 1997–98: Mathematical Communities. Subjects will include Plato's Academy, Fermat and his correspondents, mathematics at Göttingen and

the funding of American mathematics. Prerequisite: any two of 217a, 224a, 233a, 238a, 243a, or permission of the instructor. **{M}** 4 credits

Marjorie Senechal

T Th 10:30–11:50 a.m.

[353a Advanced Topics in Discrete Applied Mathematics]

Alternates with MTH 364a. Prerequisites: 211, 212, 253 or permission of the instructor. **{M}** 4 credits

364a Advanced Topics in Continuous Applied Mathematics

Topic for 1997–98: Dynamical Systems. An introduction to discrete and continuous dynamical systems. Special emphasis on geometric and qualitative techniques; systems in one, two and three dimensions; vector field and flows. Bifurcations of vector fields and classification of linear vector fields. Poincaré maps and iteration theory; interval maps; circle maps. Periodicity, stability, attractors, fractal boundaries and "chaos." The Mandelbrot set. Prerequisites: 211a or b, 212a or b. Alternates with 353a. **{M}** 4 credits

Pau Atela

T Th 1–2:30 p.m.

404a Special Studies

By permission of the department, for majors who have had at least four semester courses at the intermediate level. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Michael Albertson, Pau Atela, James Callahan, David Cohen, Ruth Haas, Katherine Halvorsen, James Henle, Marjorie Senechal, Patricia Sipe.

Adviser for Study Abroad: David Cohen.

Requirements: 10 semester courses, including 153a or b, 211a or b and 212a or b. All courses must come from the intermediate (200) level or above, except that two courses may be counted

from 112a or b, 114a or b, 153a or b. At least one course must be at the 300 level; however, neither 307 nor 404 satisfies this requirement. Only Smith College courses (which may meet at Smith or Mount Holyoke) satisfy the 300-level requirement. One or two of the required courses may be replaced by twice as many courses from the following courses: AST 337b, 351a, 352b; CHM 331a, 332b; [CSC 240b], [252a], 274b, [390b]; PHY 214b, 220a, 222a, [322b], 340b. Normally, all courses that are counted toward the requirements listed here must be taken for a letter grade.

Note that 10 semester courses at Smith College normally total 40 credits. A student transferring credits from other institutions must have 10 courses totaling at least 38 credits and have her program approved by her adviser.

The Minor

Adviser: Patricia Sipe.

The minor in mathematics consists of 211a or b plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above. Normally, all courses that are counted toward these requirements must be taken for a letter grade.

Applied Mathematics Minor

153, 212, 222, 225, 233, 243, 245, 246, 247, 253, [264], [270], 325, 346, [353], 364, PHY 211.

Discrete Mathematics Minor

153, [270], PHI 220, 233, 238, CSC 250, 253, 333, [353].

Algebra-Analysis-Geometry Minor

153, 212, [217], PHI 220, 224, 233, 238, 243, 325, 333, 342, 343.

Statistics Minor

212, 245, 246, 247, 346.

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

Honors

Director: Patricia Sipe.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: In addition to the credits required for the major, students must take 431a or 432d (for either 8 or 12 credits) in the senior year.

Directed reading, exposition and a thesis. The topic of specialization should be chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: In addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

Graduate

580a Special Studies in Topology and Analysis

4 credits

580b Special Studies in Topology and Analysis

4 credits

581a Special Studies in Modern Geometry

4 credits

581b Special Studies in Modern Geometry

4 credits

582a Special Studies in Algebra

4 credits

Medieval Studies

Advisers and Members of the Medieval Studies Council

Alfonso Procaccini, Professor of Italian Language and Literature

Eglal Doss-Quinby, Associate Professor of French Language and Literature, *Director*

Craig Davis, Associate Professor of English Language and Literature

Nancy Mason Bradbury, Associate Professor of English Language and Literature

Keith Lewinstein, Assistant Professor of History and of Religion and Biblical Literature

[Courses in brackets will not be offered during the current year.]

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Basis: Two semester courses in different departments, chosen from among the following: ART 100d (only the first semester may be counted for credit in the major); ENG 200d (only the first semester may be counted for credit in the major); FRN 253a or b; HST 100a; ITL 250a; MUS 200a; SPN 250a or SPN 251b. If LAT 100d or LAT 111b is taken, four credits may be counted toward the basis.

Latin Requirement: All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. Normally, this will be Medieval Latin (Latin 214b) or a course in Virgil (Latin 213b) or Ovid (Latin 216b). If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d or Latin 111b (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

Required Courses:

1. A total of eight semester courses, excluding the basis and the Latin requirement.
2. Six courses at the 200 level or above, as follows: 1) medieval history (four credits); 2) medieval religion (four credits); 3) one course (four credits) in either medieval art or music; 4) two courses (eight credits) in medieval language and/or literature, not necessarily taken in the same department: one course in classical Latin literature may be taken in fulfillment of this requirement; and 5) one other course (four credits). These six 200-level courses are to be chosen from the list of approved courses below.
3. Concentration: two additional courses, including at least one at the 300 level, must be taken in one of the first four areas listed above.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

The Minor

Required Courses: Students who wish to qualify for a minor in medieval studies must demonstrate a basic working knowledge of Latin as defined in the Latin requirement and take five courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history, one course in art or music, and one course in a medieval vernacular literature. One of the five courses should be a seminar or a comparable course at the 300 level. Three of the courses should deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Latin Requirement: The Latin requirement for the minor is the same as for the major.

Approved Courses for 1997–98

ART

- [230a Early Medieval Art]
- [232b Romanesque Art]
- 234a Gothic Art
- 288a Islamic Art and Architecture
- [321b Studies in Medieval Art]

COMPARATIVE LITERATURE

- 279a Women Writers of the Middle Ages
- [309b Arthurian Literature of the Middle Ages]

ENGLISH

- 214a Old English
- 215b *Beowulf*
- 216a/b Chaucer
- [217b Old Norse]

FRENCH

- 253a/b Medieval and Renaissance France
- [310b Medieval Literature]

HISTORY

- [207a Islamic Civilization to the 15th Century]
- [224a Europe in the Age of Migration, 300–1050]
- 225b Europe in the Age of the Commercial Revolution, 1050–1300
- [226b Social History of European Monasticism]
- [227a Early English History]
- 230a Europe from 1300–1530 and the Civilization of the Renaissance in Italy
- 291a The Plague of Justinian and the Black Death
- 302a Topics in Ancient History: Pagans and Christians in Fourth-Century Rome
- 325b Early European History to 1300
- Topic for 1997–98: Romanesque Christianity in Germanic Europe

ITALIAN

- 250a Survey of Italian Literature
- 332d Dante: *Vita Nuova*, *Divina Commedia*
- [334b Boccaccio and the Novella]

JEWISH STUDIES

- 224b Women in Rabbinic Literature
- 285a Jews and World Civilization, 30–1492
- [387b Women in Jewish History]

LATIN

- 213b Virgil, *Aeneid*
- [214b Medieval Latin]
- 216b Poetry of Ovid

MUSIC

- 200a A Historical Survey of Music
- [302b Music in the Middle Ages]
- [503a Seminar in Medieval Music]

RELIGION AND BIBLICAL LITERATURE

- 230a Western Christian Thought and Practice (30–1100)
- [231b Eastern Christian Thought and Practice]
- [232b Western Christian Thought and Practice (1100–1800)]
- [235a Jewish Spirituality: Philosophers and Mystics]

- 275a The Islamic Tradition
- [334b Jewish-Christian Relations]

SPANISH AND PORTUGUESE

- 250a Medieval and Early Modern Castilian Literature
- [330b The Epic Tradition: Poems, Chronicles and Ballads]
- [331a The Structure of the Spanish Middle Ages in Literature]
- [332a Love and Desire in Medieval Literature]

404a Special Studies

Admission by permission of the instructor and the Medieval Studies Council. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

Honors

431a Thesis

Admission by permission of the Medieval Studies Council. 8 credits

Requirements: the same as those for the major, except that the thesis (eight credits), which is to be written during the first semester of the senior year, shall count as one course (four credits) in the area of concentration. The subject of the thesis should, preferably, be determined during the second semester of the junior year. There shall be an oral examination on the thesis and a written examination on the area of concentration within the major.

Music

Professors

Philipp Otto Naegele, Ph.D.
 William Petrie Wittig, Mus.M.
 Ronald Christopher Perera, A.M., *Chair*
 Peter Anthony Bloom, Ph.D.
 Donald Franklin Wheelock, M.Mus.
 John Porter Sessions, Mus.M.
 Richard Jonathan Sherr, Ph.D.
 **Monica Jakuc, M.S.
 Ruth Ames Solie, Ph.D.
 Kenneth Edward Fearn, Mus.M.
 Karen Smith Emerson, M.M.

Associate Professors

**Janet Lyman Hill, M.A.

Jane Bryden, M.M.
 Raphael Atlas, Ph.D.
 John Van Buskirk, M.M.

Assistant Professors

Grant Russell Moss, D.M.A.
 **Margaret Sarkissian, Ph.D.

Lecturers

Jonathan Hirsh, D.M.A.
 Thomas Kim, M.M.

Teaching Fellow

Jennifer Griffith

[Courses in brackets will not be offered during the current year.]

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110a and 111b in the first year and 200a and 201b in the sophomore year.

Introductory Courses

100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. 4 credits

A. Fundamentals of Music

An introduction, intended for beginners, to music notation and to principles of musical organization, including scales, keys, rhythm and meter. {A}
Ruth Solie, T Th 9–10:20 a.m.; *Raphael Atlas*, T Th 1–2:50 p.m.

B. Music, the Visual Arts and the Media

An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film and television. {A}

William Wittig

T 1–2:50 p.m., Th 1–1:50 p.m.

C. Contemplating Opera

An introduction to opera through a close examination of selected works. Emphasis on the way composers respond to the dramatic action and characterization provided by a libretto. Operas to be studied will include *Carmen*, *Curlew River*, *Don Giovanni*, *Madama Butterfly*, *Porgy and Bess*, *Treemonisha*, *The Yellow Wallpaper*. The work of the course will include viewing operas on videotape. {A}

Richard Sherr

M W F 10–10:50 a.m.

D. The Art of Listening

An introduction to music for audience members, dealing primarily with the standard classical repertory. How basic knowledge of composers, genres

and style periods—and the information conveyed on concert programs—can focus musical expectations and heighten understanding and enjoyment. Attendance at concerts will be stressed. **{A}**

Ruth Solie

M W F 11 a.m.–12:10 p.m.

E. East Meets West: Mozart to World Beat

Is “cultural gray-out” inevitable? Could the world become a “global village”? This course aims to answer such questions by examining the wide variety of musical responses to cross-cultural contact. Topics under discussion will range from Orientalism in the history of Western art music to the impact of modern technology on the contemporary World Beat phenomenon. **{A}**

Margaret Sarkissian

M W F 9–9:50 a.m.

F. Words and Music

An introduction to music through listening with an emphasis on the examination of words composers have chosen to set to music for song and stage. Knowledge of music notation not required. Some material will be chosen in accordance with student interests. **{A} WI**

Donald Wheelock

T Th 10:30–11:50 a.m.

100b Colloquia

4 credits

A. Fundamentals of Music

A repetition of 100a (A). **{A}**

Ruth Solie

T Th 9–10:20 a.m.

B. Music, the Visual Arts and the Media

A repetition of 100a (B). **{A}**

William Wittig

T 1–2:50 p.m., Th 1–1:50 p.m.

C. Women, Men and Music in the Western Tradition

This course investigates the construction of gender in music, as well as the roles of women and men in musical activities (such as composition and performance) and activities connected with music-making (such as writing about music and patronage) within selected Western traditions from

the late 18th to the late 20th centuries. **{A}**

Raphael Atlas

M W F 1:10–2:30 p.m.

[D. Music and Gender in Cross-Cultural Perspective]

Using case studies ranging from the Middle East to Native America as points of departure, this course will explore the role of music in processes of socialization, segregation and gender-based power relations. Although the readings will focus primarily on non-Western musics, contemporary manifestations of American popular music culture will also be considered. **{S/A} WI**

E. Contemplating Opera

A repetition of 100a C. **{A}**

Richard Sherr

M W F 10–10:50 a.m.

[F. Music in France in the Good Old Days]

Music in France (by Bizet, Massenet, Wagner, Debussy and others) in the period from the 1870s to the First World War—the so-called *belle époque* or “good old days”—when the stock of native musicians witnessed a dramatic rise on the French aesthetic market. Video and audio recordings; selected readings. To improve their ability to think and to *write* about music, students will prepare a series of one-page papers as the bases of discussion of such issues as operatic characterization and the relationship of operatic settings to literary sources. To be offered in 1998–99. **{A}**

[G. Choral Music]

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. **{A}**

101a Introduction to World Music

A survey including the musics of Africa, Latin America, Native America, the Middle East, India, Southeast Asia and East Asia, with an emphasis on interrelationships between music and society. Each

unit will contain a general overview of the region, detailed study of one or more genres and a discussion of contemporary popular musics. **{A}**

4 credits

Margaret Sarkissian

M W F 10–10:50 a.m.

102b Classical and Popular Music and Art in the 20th Century

An introduction to music and art designed specifically for those with no previous training, with special emphasis on African-American traditions, spirituals, rags, blues and their incorporation into classical style. Restricted to juniors and seniors. Enrollment limited to 20. **{A}** 4 credits

William Wittig

T Th 10:30–11:50 a.m.

103a Sight-Singing

Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. **{A}** 1 credit

Thomas Kim

T Th 3–4:50 p.m.

103b Sight-Singing

A repetition of 103a. **{A}** 1 credit

Thomas Kim

T Th 3–4:50 p.m.

PHY 107a Musical Sound

110a Analysis and Repertory

An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music. **{A}** 4 credits

Ronald Perera, M W F 10–10:50 a.m.; *Donald Wheelock*, M W F 11 a.m.–12:10 p.m.

111b Analysis and Repertory

A continuation of 110a. Prerequisite: 110a or permission of the instructor. **{A}** 4 credits

Donald Wheelock, M W F 10–10:50 a.m.; *Ruth Solie*, M W F 11 a.m.–12:10 p.m.

Intermediate and Advanced Courses

200a A Historical Survey of Music

An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-18th century. Open to all students (including first-year students) who have had some previous musical experience or who have obtained permission of the instructor. **{A}** 4 credits

Richard Sherr

T Th 9–10:20 a.m.

201b A Historical Survey of Music

A continuation of 200a (but available separately). Western music from the mid-18th to the 20th century. Open to students who have had previous musical experience or who have obtained permission of the instructor. **{A}** 4 credits

Peter Bloom

T Th 9–10:20 a.m.

210b Advanced Tonal Analysis

Advanced study of tonal music through analysis and composition. Prerequisite: 111b or permission of the instructor. **{A}** 4 credits

To be announced

M W F 11 a.m.–12:10 p.m.

[211b Tonal Counterpoint]

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon and fugue. Ear training, analysis and practice in contrapuntal writing. Prerequisite: 111b or permission of the instructor. **{A}** 4 credits

212a Analysis and Repertory: 20th Century

Study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition and other musical techniques. Prerequisite: 111b or permission of the instructor. Offered in alternate years. **{A}** 4 credits

Raphael Atlas

T Th 10:30–11:50 a.m.

220a Area Studies in Ethnomusicology

Topic for 1997–98: East Asia. An introduction to the musical cultures of China, Japan and Korea.

After a preliminary overview of the region, selected solo, ensemble and theatrical genres from each country will be examined. While no knowledge of Western music theory is required, students will study some local forms of notation. Prerequisite: 101 or permission of the instructor. **{A}** 4 credits
Margaret Sarkissian
M W 1:10–2:30 p.m.

223a Topics in Performance

Topic for 1997–98: The Piano Sonatas of Beethoven. An introduction to performance practices and problems in Beethoven's piano sonatas through a combined practical and scholarly approach to selected works. Admission by permission of the instructor. **{A}** 4 credits
Kenneth Fearn
T Th 1–2:50 p.m.

223b Topics in Performance

Topic for 1997–98: Performance and Analysis. Insights gained during the analysis of a piece help identify and solve problems in its performance. Pieces for small ensembles will be studied and performed by members of the class. Before each piece is brought to coaching, which will be conducted collaboratively by the class, all students will submit a brief analysis of it. Prerequisite: instrumental or vocal proficiency, MUS 110 and permission of the instructor. **{A}** 4 credits
Raphael Atlas
T Th 1–2:50 p.m.

233a Composition

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110a or permission of the instructor. **{A}** 4 credits
Ronald Perera
M W F 1:10–2:30 p.m.

[241a English and Italian Diction for Singers]
Prerequisite: voice or permission of the instructor. **{A}** 1 credit

[241b German and French Diction for Singers]
Prerequisite: voice or permission of the instructor. **{A}** 1 credit

251b The History of the Opera
History of the form from its inception to the present, with emphasis on selected masterworks. **{A}** 4 credits
Richard Sherr
T Th 10:30–11:50 a.m.

271b Richard Wagner Pro and Contra
The work of Richard Wagner—composer, poet, cultural critic—has given rise to a number of serious questions. Do the music dramas of Wagner have a covert anti-Semitic agenda? Does the Nazi mind-set have roots in Wagner's writings? What led to the association of Wagner's name with Adolf Hitler and the Third Reich? Why is Wagner widely considered the most controversial artistic figure of the modern period? In this course we will consider these and other questions as we study the works of Wagner's maturity—the operas *Tristan und Isolde*, *Der Ring des Nibelungen*, *Die Meistersinger von Nürnberg*, *Parsifal* and certain related theoretical writings—and the critical reactions to Wagner of such figures as Charles Baudelaire, Friedrich Nietzsche, George Bernard Shaw, Thomas Mann, Theodor W. Adorno and Carl Dahlhaus. **{H/A}** 4 credits
Peter Bloom and Hans R. Vaget (German Studies and Comparative Literature)
M W 2:40–4 p.m.

[302b Music in the Middle Ages]
A study of Western music beginning with the chant of the early Christian church and continuing through the flowering of medieval music in France and Italy in the 14th century. Prerequisite: 200a or permission of the instructor. **{H/A}** 4 credits

305b Music of the High Baroque
Bach, Handel and their contemporaries. Prerequisite: 200a or permission of the instructor. **{A}** 4 credits
Richard Sherr
M W 1:10–2:30 p.m.

306a Mozart
A study of the development and perfection of the classical style in the string quartets and piano concertos of Wolfgang Amadeus Mozart. Prerequisite: 201b or permission of the instructor. **{A}** 4 credits
Peter Bloom
T Th 9–10:20 a.m.

[307b Beethoven]

A chronological survey of Beethoven's music, concentrating on piano sonatas, concertos, string quartets and symphonies. Prerequisite: 201b or permission of the instructor. To be offered in 1998–99. {A} 4 credits

[308a Music in the 19th Century]

After Beethoven. Did composers suffer the anxiety of influence in the wake of Beethoven's symphonic achievement? This course will investigate what has been called the "crisis" of the symphony in the 19th century by considering from analytical and historical points of view selected works of Schubert, Berlioz, Mendelssohn, Schumann, Brahms and Mahler. Prerequisite: a course in music history or permission of the instructor. To be offered in 1998–99. {A} 4 credits

310a Seminar in Contemporary Music

Schoenberg, Debussy and the New Music. Prerequisite: 210. {A} 4 credits

John Sessions

W 7:30–9:30 p.m.

[325a Writing About Music]

An opportunity for intensive work on disciplinary writing, including prose style, tone and mechanics, in a workshop format. At the same time the class will study many genres of published writing on music—from daily journalism to academic essays—covering a variety of musical repertoires and performance contexts. Prerequisite: any 300-level course in music or permission of the instructor. {A} 4 credits

331b Topics in Theory

Topic for 1997–98: The Late Beethoven Quartets. An examination of the late string quartets and their possible influence (or curious lack of influence) on later composers, including their possible relevance to developments in the 20th century. Close analysis of some works, more general discussion of others. Prerequisite: 111b. {A} 4 credits

Donald Wheelock

T 1–2:50 p.m.

340a Seminar in Composition

Prerequisite: a course in composition. Admission by permission of the instructor. {A} 4 credits

Donald Wheelock

To be arranged

341b Seminar in Composition

Prerequisite: a course in composition. Admission by permission of the instructor. {A} 4 credits

Donald Wheelock

To be arranged

[345b Electro-Acoustic Music]

Introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. Enrollment limited to eight. Admission by permission of the instructor. Prerequisites: a semester course in music theory or composition and permission of the instructor. {A} 4 credits

404a Special Studies

In the history of music, world music or in the theory or analysis of music. By permission of the department, for juniors and seniors. 4 credits

404b Special Studies

4 credits

Graduate Courses

Requirements for the master of arts degree in music are listed on page 59.

All graduate seminars are open to seniors by permission of the instructor.

Adviser: Raphael Atlas.

[502d Proseminar in Music History]

{A} 8 credits

[503a Seminar in Medieval Music]

{A} 4 credits

[506a Seminar in Renaissance Music]

{A} 4 credits

[507b Seminar in Baroque Music]

4 credits

509a Seminar in Music of the Romantic Era

{A} 4 credits

Peter Bloom

T 3–4:50 p.m.

510b Seminar in Contemporary Music

Webern and his successors. {A} 4 credits

John Sessions

W 7:30–9:30 p.m.

580a Special Studies

4 credits

580b Special Studies

4 credits

580d Special Studies

8 credits

590a Research and Thesis

4 credits

590b Research and Thesis

4 credits

590d Research and Thesis

8 credits

Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: A sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular program as an eight-credit course for the year, with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Fundamentals of Music (MUS 100), or 110a and either MUS 200a or 201b during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions must be scheduled with the secretary of the department upon arrival on campus. Singers, pianists and other instrumentalists will be expected to perform one or more works of their own choice. Courses in organ are not normally open to first-year students, but those who demonstrate proficiency in piano may receive permission to register for organ in the first year.

Registration for performance courses takes place at the department office (as well as with the registrar) and is tentative until audition results are posted.

Undergraduate performance courses carry the following numbering sequence, credits and section letters:

914d	First year of performance, four credits for the year
924d	Second year of performance, four credits for the year
928d	Second year of performance, eight credits for the year

- 934d Third year of performance,
four credits for the year
- 938d Third year of performance,
eight credits for the year
- 944d Fourth year of performance,
four credits for the year
- 948d Fourth year of performance,
eight credits for the year

- A Piano**
- B Organ**
- C Harpsichord**
- D Voice**
- E Violin**
- F Viola**
- G Violoncello**
- H Double Bass**
- I Viola da Gamba**
- J Flute**
- K Recorder**
- L Oboe**
- M Clarinet**
- N Bassoon**
- O French Horn**
- P Trumpet**
- Q Trombone**
- R Tuba**
- S Percussion**
- T Guitar**
- U Lute**
- V Harp**
- W Other Instruments**

Piano. *Monica Jakuc, Kenneth Fearn, John Van Buskirk.*

Organ. Prerequisite: piano 914d (A) or the equivalent. *Grant Moss.*

Harpsichord. Prerequisite: piano 914d (A) or permission of the instructor. *Grant Moss.*

Voice. *Karen Smith Emerson, Jane Bryden.*

Violin. *Philipp Naegele, Janet Hill.*

Viola. *Janet Hill.*

Violoncello. *John Sessions.*

Double bass. (UMass).

Viola da Gamba. *Alice Robbins.*

Wind Instruments. *William Wittig*, flute; *Karen Hosmer*, oboe; *Lynn Sussman*, clarinet; (UMass), bassoon; *Emily Samuels*, recorder.

Brass Instruments. (UMass).

Percussion. (UMass).

Guitar. *Phillip de Fremery* (Mount Holyoke).

Lute. *Robert Castellano.*

Other Instruments.

901a Chamber Music Ensemble

Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. 1 credit

Philipp Naegele, Janet Hill

901b Chamber Music Ensemble

A repetition of 901a. May be repeated for credit. Permission of the instructor required. 1 credit

903a Conducting

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisites: 111b, 201b and permission of the instructor. Enrollment limited to 10. 2 credits

Thomas Kim

To be arranged

904b Conducting

A continuation of 903a. Prerequisite: 903a or permission of the instructor. Enrollment limited to 10. 2 credits

To be announced

To be arranged

974a Topics in Piano

This course is designed for students of intermediate level interested in a more generalized approach to the study of piano. It will combine classroom work with private or semi-private study and

will integrate performance with readings, listening and written work. Permission of the instructor required. Enrollment limited to eight. 4 credits
Kenneth Fearn

M 7:30–9:30 p.m., plus six hours of private or semi-private instruction per semester

[1984b Topics in Piano]

A continuation of 974a. Permission of the instructor required. Enrollment limited to eight. 4 credits

Graduate Performance Courses

Graduate performance courses carry the following numbering sequence, credits and section letters:

- 954d First year of performance, four credits for the year
- 958d First year of performance, eight credits for the year
- 964d Second year of performance, four credits for the year
- 968d Second year of performance, eight credits for the year

The same principles, conventions and section letters apply to graduate performance courses as to undergraduate performance courses.

- Piano
- Organ
- Harpsichord
- Voice
- Violin
- Viola
- Violoncello
- Viola da Gamba
- Wind Instruments
- Other Instruments

Chamber Orchestra

A string chamber orchestra, open to qualified students, gives one concert each semester, normally preceded by four Thursday evening rehearsals.
Philipp Naegele, Director

Smith College Student Orchestra

One concert each semester. Open by audition to Smith students and to students at the other four

colleges. Rehearsals on Tuesdays and some Thursdays.

Jonathan Hirsh, Director

Choral Ensembles

Glee Club: open to sophomores, juniors, seniors, Ada Comstock Scholars and graduate students.

Jonathan Hirsh, Director

College Choir Alpha: open to first-year students and sophomores, and, in some cases, juniors and seniors.

Thomas Kim, Director

College Choir Omega: open to first-year students and sophomores, and, in some cases, juniors and seniors.

Thomas Kim, Director

Chamber Singers: open to selected members of the Glee Club and College Choirs.

Jonathan Hirsh, Director

Membership in these ensembles is by audition. These groups perform in concert and on tour and provide music in the college chapel.

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and non-credit group instruction. Smith students should contact Jane Bryden, Emily Samuels or Alice Robbins for further details.

The Major

(beginning with the Class of 1999)

Advisers: Members of the Department.

Adviser for Study Abroad: Peter Bloom.

Basis: 110, 111, 200, 201, and 101 or 220.

Requirements: 11 semester courses: 110, 111, 200, 201, 101 or 220; two further courses in music theory, analysis or composition; two further courses in music history; and two further classroom courses above the 100 level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French and Italian.

Students who are contemplating graduate work in music should consider taking 210 and any seminar.

The Minor

Advisers: Members of the Department.

Basis: 110, 111, 200 or 201.

Requirements: six semester courses: 110, 111, 200 or 201, and three further classroom courses of which at least one should be above the 100 level and of which at least one should be a course or colloquium dealing with non-Western music.

Honors

Director: Peter Bloom.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar. Students will also present a thesis (430d or 431a) or a composition normally equivalent to eight credits. Examination: students will take an oral examination on the subject of the thesis.

Neuroscience

Advisers

Richard Olivo, Professor of Biological Sciences

Stylianios Scordilis, Professor of Biological Sciences

Mary Harrington, Associate Professor of

Psychology and Biological Sciences, *Director*

Dany Adams, Assistant Professor of Biological Sciences

Stefan Bodnarenko, Assistant Professor of

Psychology

Ann Hennessey, Assistant Professor of Psychology

Other Participating Faculty

Virginia Hayssen, Associate Professor of Biological Sciences

Margaret E. Anderson, Professor of Biological Sciences

Beth Powell, Lecturer in Psychology

[Courses in brackets will not be offered during the current year.]

The Major

The following courses are required for the major:

BIO 111a	Introduction to Biology
BIO 112b	Introduction to Biology
CHM 111a	Chemistry I: General Chemistry (five credits)
PSY 180b	Introduction to Neuroscience
CHM 222b	Chemistry II: Organic Chemistry (five credits)
PSY 211a	Physiology of Behavior and Related Disorders
BIO 230a	Cell Biology <i>or</i>
BIO 256a	Animal Physiology
PSY 311a	Neuroanatomy
BIO 330b/331b	Neurophysiology

Two electives should be selected from the following:
Select at least one from:

BIO 230a	Cell Biology <i>or</i>
BIO 256a	Animal Physiology
BIO 234b	Molecular Biology
BIO 352a/353a	Animal Behavior
PSY 212b	Developmental Psychobiology
PSY 218a	Cognitive Psychology
PSY 222b	Psychopharmacology

Select at least one from:

PSY 312a	Research Seminar in Behavioral Neuroscience
PSY 316b	Seminar in Biopsychology
NSC 400	Special Studies
NSC 430d/432d	Thesis

Please note that BIO 230a (Cell Biology) and BIO 256a (Animal Physiology) can be taken as either core or elective, but one course cannot be counted as both core and elective.

The Minor

The neuroscience minor permits students interested in the brain and behavior to combine courses in psychology and biological sciences into a coordinated study of the nervous system at levels ranging from molecules and cells to the neural basis of behavior.

Requirements: Four core courses:

PSY 211a	Physiology of Behavior and Related Disorders
BIO 256a	Animal Physiology and laboratory BIO 257a
BIO 330b	Neurophysiology and required concurrent laboratory BIO 331b
PSY 311a	Neuroanatomy
Note that all of these courses have prerequisites; see departmental listing.	
Plus two electives chosen from the following:	
BIO 230a	Cell Biology
[PSY 212b	Developmental Psychobiology]
PSY 222b	Psychopharmacology
BIO 346b	Developmental Biology and required concurrent laboratory BIO 347b
BIO 352a	Animal Behavior and required concurrent laboratory BIO 353a
PSY 312a	Research Seminar in Behavioral Neuroscience
PSY 316b	Seminar in Biopsychology

Philosophy

Professors

Kathryn Pyne Addelson, Ph.D.
 Malcolm B.E. Smith, Ph.D., J.D.
 Jill G. de Villiers, Ph.D. (Psychology and
 Philosophy), *Chair*
 John M. Connolly, Ph.D.
 Elizabeth V. Spelman, Ph.D. (Philosophy and
 Women's Studies)

Associate Professor

Nalini Bhushan, Ph.D.

Assistant Professors

Susan Levin, Ph.D.
 Ernest Alleva, Ph.D.

Lecturer

Charles Silver

Research Associates

Janice Moulton, Ph.D.
 Helen Watson Verran

[Courses in brackets will not be offered during the current year.]

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100a Valid and Invalid Reasoning: What Follows from What?

James Henle (Mathematics)

Lec. M W 11 a.m.–12:10 p.m.; dis. Th 9–10:10 a.m.,
 Th 10:30–11:40 a.m., or F 11 a.m.–12:10 p.m.

100b Thinking About Thinking

What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. {H/S} 4 credits

Susan Levin, Elizabeth V. Spelman

Lec. M W 11 a.m.–12:10 p.m.; dis. A: F 11–11:50 a.m.; B: F 11–11:50 a.m.

124a History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. {H/M} 4 credits

Ernest Alleva, Susan Levin

Lec. M W 11 a.m.–12:10 p.m.; dis. A: F 11–11:50 a.m.; B: F 11–11:50 a.m.

125b History of Modern Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. {H/M} 4 credits

Ernest Alleva, Malcolm B.E. Smith

Lec. M W 1:10–2:30 p.m.; dis. A: W 3–3:50 p.m.;
 B: Th 1–1:50 p.m.

200b Philosophy Colloquium

Intensive practice in writing and discussion in applying philosophical methods to key problems and historical texts. Required for majors, optional for minors. Normally taken in the sophomore year. {M} 4 credits

Nalini Bhushan and Members of the Department
 T Th 10:30–11:50 a.m.

[202b Symbolic Logic]

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. **{M}** 2 credits

Merrie Bergmann

[203b Topics in Symbolic Logic]

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Prerequisite: LOG 100 or PHI 202. Topic: Vagueness and Fuzzy Logic. After the initial meeting, the course will meet for the second half of the semester. **{M}** 2 credits

Merrie Bergmann

[MTH 217b Mathematical Structures]**PPY 209b Philosophy and History of Psychology**

See Interdepartmental and Extradepartmental Course Offerings.

210b Issues in Recent and Contemporary Philosophy

Topic for 1997–98: American Philosophy in Black and White. This course explores the adversarial character of debates about race, racism, moral status and identity in recent and contemporary American philosophy. While examining the very concepts of race and racism, we will also investigate philosophical responses to race issues in America. **{S}** 4 credits

Elizabeth V. Spelman

M W 2:40–4 p.m.

[211a The Philosophy of Ludwig Wittgenstein]

An examination of Wittgenstein's epoch-making contributions to modern philosophy. Attention is paid both to his *Tractatus* (1919) and his *Philosophical Investigations* (1953). Recommended prior courses: 100 and/or 125; LOG 100 or PHI 202. 4 credits

212b Colloquium on Meanings and Values in the World of Work

We will examine diverse issues regarding work: What significance does work have in our lives? How does it vary across communities, classes and professions? How is it related to individual and group identity? What makes it desirable or undesirable, and meaningful or meaningless? What rights, interests and obligations does it involve? Is there a right or an obligation to work? How should various opportunities, benefits and burdens associated with work be distributed? How should work be organized and controlled? What forms of cooperation and conflict exist in work? How are notions of play and leisure related to work? **{S}** 4 credits

Ernest Alleva

M W 2:40–4 p.m.

PPY 213b Language Acquisition

See Interdepartmental and Extradepartmental Course Offerings.

220b Logic and the Undecidable

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. The focus of the course will be Gödel's theorems and their relevance to understanding the mind. Prerequisite: LOG 100, a 200-level mathematics course, or 202, which may be taken concurrently. **{M}** 4 credits

Charles Silver

T Th 10:30–11:50 a.m.

222a Ethics

An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. **{H/S}** 4 credits

Ernest Alleva

M W 1:10–2:30 p.m.

224b Philosophy and History of Scientific Thought

A review of major issues in the philosophy of science, from the Greeks to modern times. Consideration of such questions as: What is a scientific theory? Is science cumulative? Does science con-

struct or describe reality? What are the social influences on science? **{N}** 4 credits

Kathryn Pyne Addelson

M W 9–9:50 a.m., and one hour to be arranged

[226a Topics in the History of Philosophy]

Topic: The British Empiricists. An examination, critical and historical, of problems of common concern to Locke, Berkeley and Hume. Particular attention will be given to the development of the empirical outlook that each of these philosophers displayed in answer to the question: Is knowledge of the world solely derived from, and dependent on, the testimony of the senses? Discussions will focus on issues of epistemology, metaphysics and the philosophy of language. **{H/M}** 4 credits

[230b American Philosophy: The Classical Period]

Studies in the work of William James, W.E.B. Dubois, C.S. Peirce, John Dewey and G.H. Mead. Enrollment limited to 25. **{M}** 4 credits

233a Aesthetics

Why does art matter to philosophy? What have philosophers said about art? This course will investigate general theories of art by focusing on the visual arts and on literature. It will make extensive use of the collections of the Smith College art museum. **{S/M/A}** 4 credits

Nalini Bhushan

Lec. M W 1:10–2:30 p.m.; dis. A: F 1:10–2 p.m.; B: F 2:10–3 p.m.

234a Philosophy and Human Nature: Theories of the Self

Topic for 1997–98: Emotion. What have philosophers in the western tradition had to say about the role emotions play in our lives? About the role they ought to play in our lives? To what extent are we assigned a kind of emotional repertoire on the basis of our sex, race and class? What political, social and economic functions are served by such assignments? **{S}** 4 credits

Elizabeth V. Spelman

T Th 10:30–11:50 a.m.

[235b Morality, Politics and the Law]

A critical discussion of the relations among morality, politics and the law, especially through exami-

nation of the different ways moral, political and legal contexts shape the analysis of an issue. Enrollment limited to 25. **{S}** 4 credits

236a Linguistic Structures

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology and pragmatics. **{N}** 4 credits

Jill de Villiers

T Th 9–10:20 a.m.

[237a 19th-Century Philosophy]

Topic: Nietzsche. An examination of Nietzsche's criticisms of such traditional concepts as reason, understanding and morality and his influence on later philosophy, especially existentialism. **{H/S}** 4 credits

[240b Philosophy and Women]

An investigation of the philosophical concepts of oppression, rights, human nature, and moral reform and moral revolution, as they relate to women. Not open to first-year students. Enrollment limited to 40. **{S}** 4 credits

[245b Philosophy of Law: Property]

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include the rights of possession and title, the various forms of interests in property, landlord and tenant. Philosophical topics to include the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to first-year students. **{M}** 4 credits

[250b Epistemology]

Topic: Skepticism, Realism and Relativity. Do I know that I'm not living a dream? Descartes' skeptical question challenged the belief in an independent reality that we can know and set the course for 200 years of Western philosophy. We will examine classical and contemporary answers to skepticism and study the relation between skepticism and issues such as other minds, cognitive science, tragedy and cultural relativism. A previous course in philosophy is strongly recommended. **{M}** 4 credits

260a Theory of Interpretation

This course provides an introduction to the theory of interpretation or hermeneutics. Questions to be addressed include the following: Does a text have just one meaning? Is it what the author intended? Does our understanding reflect our prejudices? Readings from Heidegger, Gadamer, Hirsch and others. **{H}** 4 credits

Susan Levin

M W 2:40–4 p.m.

262b Meaning and Truth

An introduction to central topics in the philosophy of language. What is the relationship between thought, language and reality? Is it possible for each of us to possess a truly private language? Can the notions of truth and falsity apply to fictional language? What kinds of things do we do with words? We will explore some of the answers that philosophers like Frege, Russell, Strawson, Wittgenstein, Austin, Quine and Davidson have offered to these and related questions. **{M}** 4 credits

Nalini Bhushan

T Th 2:40–4 p.m.

REL 263a Philosophy of Religion

[REL 269b Phenomenology and Existentialism]

304a Colloquium in Applied Ethics

Topic for 1997–98: Philosophy and the Criminal Law. The definition and enforcement of the criminal law raise many philosophical issues, of which the course will take up at least these: How can any practice of criminal punishment be morally justified? Can capital punishment be justified? What moral limits are there to the constraints government may place upon individual autonomy; and what is the basis of any that there be? Should the criminal law learn from philosophy or vice versa? It is taught from the perspective of an experienced criminal defense attorney. **{S/M}** 4 credits

Malcolm B.E. Smith

M W 2:40–4 p.m.

305b Seminar: Topics in Feminist Theory

Topic for 1997–98: Feminist Theory and Practice. Feminist theory had origins in the practice of the

women's movement and now constitutes a distinctive approach to fundamental philosophical questions. Readings of classic work and current accounts of knowledge, political and moral theory. Prerequisites: at least one course from philosophy, feminism and society concentration in philosophy minor, or permission of the instructor. **{S}** 4 credits

Kathryn Pyne Addelson

M W 2:40–4 p.m.

310b Seminar: Recent and Contemporary Philosophy

Topic for 1997–98: Contemporary Political Philosophy. This course will examine contemporary work in political philosophy and will address alternative theoretical approaches to issues of justice, rights, equality, well-being and liberty. Authors will include Rawls, Nozick, Walzer, Okin and others. Recommended: prior course work in ethics or political philosophy. **{S/M}** 4 credits

Ernest Allera

Th 3–4:50 p.m.

[322b Topics in Advanced Logic]
{M} 4 credits

324b Seminar in Ancient Philosophy

Topic for 1997–98: Aristotle. The seminar will focus on key aspects of Aristotle's thought and their interrelations. Where pertinent, attention will be given to his relation to earlier Greek philosophy. Readings to be drawn from his treatises on physics, biology, ethics, poetics, metaphysics and philosophy of mind. Strongly recommended background: PHI 124 or the equivalent. **{H}** 4 credits

Susan Levin

W 7:30–9:30 p.m.

[330b Seminar in the History of Philosophy]
{H} 4 credits

331a Belief, Knowledge and Perception

Is there a distinction between appearance and reality? How do we gain knowledge of objects and their properties? Are some items of knowledge more fundamental than others? What justifies our beliefs about ourselves, other people and objects in the external world? Are some properties of objects, say an object's shape and size, more funda-

mental than others, such as color, smell and taste? What is philosophically significant about perceptual illusions, mistakes and other "tricks" that our cognitive systems play on us? We will read works by important historical figures like Locke, Berkeley and Hume as well as contemporary figures in the philosophy of perception like Armstrong, Dretske, Gibson and Goldman. **{M}** 4 credits

Nalini Bhushan

Th 3–4:50 p.m.

[334b Seminar: Mind]

{S/M} 4 credits

[362a Seminar: Philosophy of Language]

{S/M} 4 credits

390a Colloquium for Seniors

A course requiring extensive prior preparation and focusing on a close study of central book-length texts of the past decade in philosophy. Intended as a culminating and partly retrospective course for seniors only. 4 credits

Elizabeth V. Spelman

T 3–4:50 p.m., one hour to be arranged

400a Special Studies

For senior majors, by arrangement with the department. 1 to 4 credits

400b Special Studies

1 to 4 credits

408d Special Studies

For senior majors, by arrangement with the department. 8 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Ernest Alleva.

Requirements: 10 semester courses in philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (210,

222, 233, 234, 235, 240, 245); Continental Philosophy and Cultural Critique (211-Wittgenstein, 237-Nietzsche, 260, REL 269); Metaphysics and Epistemology (210, 226, 230, 234, 250); Language, Logic and Science (203, 220, PPY 221, 224, 236, 262); PHI 200b, normally to be taken in the sophomore year; two 300-level courses. (Note: Topics courses, such as 210, may fall under different rubrics in different years.)

Courses in related departments may be included in the major program of 10 semester courses only with approval of the department. Petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

The Minor

Advisers for the Minor: Members of the Department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

Concentration 1: Linguistics and the Philosophy of Language

Basis: LOG 100 or PHI 202; and 236.

In addition to the basis, 262 and PPY 221 are required. One of the following may be counted toward the minor with permission of the instructor and the minor adviser: 260, 310.

Concentration 2: Philosophy and the Humanities

Basis: any two from among the following: 100, LOG 100, or PHI 200, 202, 124, 125.

In addition to the basis, three courses from among the following: 210, 222, 224, 226, 233, 234, 235, 260, REL 269b, 304, 310, 324 and 334.

Concentration 3: Philosophy, Feminism and Society

Basis: any two from among the following: 100, LOG 100 or PHI 200, 202, 124 and 125.

In addition to the basis, three courses from among the following: 235, 240, 304, 305. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

Honors

Director: Nalini Bhushan.

430d Thesis
8 credits

431a Thesis
8 credits

432d Thesis
12 credits

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.

Graduate

Advisers: Members of the Department.

580a Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 4 or 8 credits

580b Advanced Studies
4 or 8 credits

580d Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 8 credits

590a Research and Thesis
4 or 8 credits

590b Research and Thesis
4 or 8 credits

590d Research and Thesis
8 credits

Physics

Professors

Malgorzata Zielinska-Pfabé, Ph.D.
Piotr Decowski, Ph.D., *Chair*

Associate Professors

Doreen A. Weinberger, Ph.D.
*Nalini Easwar, Ph.D.

Assistant Professors

†Nathanael A. Fortune, Ph.D.
Janet Van Blerkom, Ph.D.

Laboratory Supervisor

Jerzy W. Pfabé, M.Sc.

[Courses in brackets will not be offered during the current year.]

Students planning to major in physics are advised to elect both 115 and 116 and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the department at the beginning of their first year about taking a more advanced course in place of 115 and 116.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115 and 116 for credit.

[105b Principles of Physics: Seven Ideas That Shook the Universe]

Description, origins, meanings and significance of central concepts in physics: Copernican astronomy, Newtonian mechanics and causality, the energy concept, entropy and probability, relativity. Emphasis on understanding of the historical, philosophical and conceptual aspects of these revolutions in physics. The course is designed for nonscience majors and does not rely on advanced mathematical concepts. Lecture demonstrations and some hands-on investigation will be included. To be offered in 1998–99. {N} 4 credits

106b The Cosmic Onion: From Quantum World to the Universe

Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the universe and its relation to the subatomic

physics. The course is designed for nonscience majors. It does not involve mathematical tools. {N} 4 credits

Piotr Decowski

M W F 9–9:50 a.m.

107a Musical Sound

This course for nonscience majors explores through lectures and laboratory demonstrations the physical basis of musical sound. Sample topics include string and air vibrations, perception of tone, auditorium acoustics, musical scales and intervals and the construction of musical instruments. {N} 4 credits

Janet Van Blerkom

M W F 1:10–2:30 p.m.

115a General Physics

The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors, except by permission of the instructor. {N} 5 credits

Doreen Weinberger

Lec. M W F 11 a.m.–12:10 p.m.; lab T or Th 1–3:50 p.m. or W 1:10–4 p.m.

115b General Physics

A repetition of 115a. {N} 5 credits

Lec. *Nalini Easwar*, M W F 11 a.m.–12:10 p.m.; lab *Janet Van Blerkom*, T 1–3:50 p.m. or W 1:10–4 p.m.

116a General Physics

A continuation of 115. Electromagnetism, thermodynamics, waves and elements of quantum physics. Prerequisite: 115 or permission of the instructor. {N} 5 credits

Lec. *Malgorzata Zielinska-Pfabé*, M W F 11 a.m.–12:10 p.m.; lab *To be announced*, T 1–3:50 p.m. or W 1:10–4 p.m.

116b General Physics

A repetition of 116a. {N} 5 credits

Lec. *Piotr Decowski*, M W F 11 a.m.–12:10 p.m.; lab *Malgorzata Zielinska-Pfabé*, T or Th 1–3:50 p.m. or W 1:10–4 p.m.

210a Mathematical Methods of Physical Sciences and Engineering I

Choosing and using mathematical tools to solve problems in physical sciences. Topics include complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent. {N/M} 4 credits

Malgorzata Zielinska-Pfabé
M W F 10–10:50 a.m., Th 4–4:50 p.m.

211b Mathematical Methods of Physical Sciences and Engineering II

Mathematical tools to solve advanced problems in physical sciences. Topics include special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211 and 212 or permission of the instructor. {N/M} 4 credits

Malgorzata Zielinska-Pfabé
M W F 10–10:50 a.m., Th 4–4:50 p.m.

214b Electricity and Magnetism

Electrostatic fields, polarization, magnetostatic fields, magnetization, non-relativistic electrodynamics and electromagnetic waves. Prerequisite: 115 and 116 or the equivalent, 210 or permission of the instructor. {N} 4 credits

Doreen Weinberger
M W F 11 a.m.–12:10 p.m.

220a Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115, 116, 210 or per-

mission of the instructor. {N} 4 credits

Malgorzata Zielinska-Pfabé

M W F 1:10–2:30 p.m.

222a Relativity and Quantum Physics

The special theory of relativity, particle and wave models of matter and radiation, atomic structure and an introduction to quantum mechanics. Prerequisite: 115 and 116 or permission of the instructor. {N} 4 credits

Piotr Decowski

M W F 11 a.m.–12:10 p.m.; lab T 1–3:50 p.m.

224b Electronics

A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115 and 116 or permission of the instructor. {N} 4 credits

Nalini Easwar

T Th 9–11:50 a.m.; dis. T 8–8:50 a.m.

299a Current Topics in Physics

The course consists of a sequence of lectures, followed by discussion, on diverse topics in physics. Speakers will include members of the class, as well as faculty members from Smith and other institutions. Prerequisite: one 200-level physics course, which may be taken concurrently. May be repeated once for credit. {N} 1 credit

Janet Van Blerkom

To be arranged

[312a Optics]

Electromagnetic waves; absorption and dispersion. Reflection and refraction of light. Interference, diffraction and polarization of light. Lasers and holography. Prerequisites: 210, 214, 222 or permission of the instructor. Offered in alternate years. To be offered in 1998–99. {N} 4 credits

Doreen Weinberger

[322b Nuclear and Particle Physics]

Properties of atomic nuclei. Nuclear decays. Detection of nuclear particles. Nuclear reactions. Nucleons and mesons. Quarks, leptons and intermediate bosons. Prerequisites: 210, 214, 222. Offered in alternate years. {N} 4 credits

Piotr Decowski

[332a Solid State Physics]

The course covers fundamental topics in solid state physics beginning with crystal structure, x-ray diffraction from periodic structures, lattice vibrations and the nature of electron distributions in metals, semiconductors and insulators. Topics are covered in depth to provide an appreciation for the theoretical approach and the close interplay between theory, experiment and application. Prerequisites: 210, 214, 222. Offered in alternate years. {N} 4 credits

Nalini Easwar

340b Quantum Mechanics

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisites: 210, 220 and 222. {N} 4 credits

Doreen Weinberger

M W F 1:10–2:30 p.m.

348a Thermal Physics

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 210, 220, 222. Offered in alternate years. {N} 4 credits

Janet Van Blerkom

T Th 1–2:50 p.m.

350a Advanced Physics Laboratory

The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least three credits are required to count as a course toward the major requirement. Prerequisites: 214, 220 and 222. {N} 1 to 3 credits

Piotr Decowski

To be arranged

[350b Advanced Physics Laboratory]

A repetition of 350a. {N} 1 to 3 credits

400a Special Studies

By permission of the department, for students who have had at least four semester courses in intermediate physics. 1 to 4 credits

400b Special Studies

Same as 400a or may be a repetition of 400a, with permission of the instructor. 1 to 4 credits

The Major

Advisers: Piotr Decowski, Nalini Easwar, Nathanael A. Fortune, Malgorzata Zielinska-Pfabé, Doreen Weinberger.

Adviser for Study Abroad: Piotr Decowski.

Requirements: 115, 116, 210, 211, 214, 220, 222, 224, 340 and one more 300-level physics course or AST 351, or AST 352. In addition, 299 and an informal machine shop course are required.

Students planning graduate study in physics are advised to take additional advanced physics and mathematics courses.

Students are advised to acquire a facility in computer programming.

The Minor

Advisers: Members of the Department.

The minor in physics consists of: 115, 116, 222 and at least two additional 200- or 300-level physics courses.

Honors

Director: Malgorzata Zielinska-Pfabé.

430d Thesis

8 credits

432d Thesis

12 credits

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.

Political Economy

Advisers

Martha Ackelsberg, Professor of Government
 Richard Fantasia, Professor of Sociology
 **Philip Green, Professor of Government,
Director

†Thomas Riddell, Associate Professor of
 Economics
 Cynthia Taft Morris, Professor of Economics
 Andrew Zimbalist, Professor of Economics

[Courses in brackets will not be offered during the current year.]

404a Special Studies

4 credits

404b Special Studies

4 credits

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

1. Theory:

- [ECO 225a Political Economic Analysis]
- [ECO 256a Marxian Political Economy]
- [ECO 257a Growth and Crisis in the U.S. Economy]
- GOV 242b The Politics of International Economic Relations
- GOV 263a Political Theory of the 19th and 20th Centuries
- GOV 366a Seminar: Ideology, Culture and Politics
- SOC 250a Theories of Society

2. History:

- ECO 208a European Economic Development
- ECO 285b American Economic History: 1870–1990
- [SOC 316b Seminar: Protest, Rebellion and Collective Action]

3. Contemporary Applications:

- ECO 209b Comparative Economic Systems
- ECO 220b Comparative Industrial Relations and Economic Performance
- ECO 222a Women's Labor and the Economy
- ECO 224b Environmental Economics
- GOV 204a Urban Politics
- SOC 212b Class and Society

4. Special Studies (PEC 404a, b) to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.

Psychology

Professors

Frances Cooper Volkmann, Ph.D., *Chair*
 Peter Benedict Pufall, Ph.D.
 *Faye Crosby, Ph.D.
 Donald Baldwin Reutener, Jr., Ph.D.
 Jill G. de Villiers, Ph.D. (Psychology and
 Philosophy)
 Peter A. de Villiers, Ph.D.
 *Randy O. Frost, Ph.D.

Adjunct Professor

Maureen A. Mahoney, Ph.D.

Associate Professors

Fletcher A. Blanchard, Ph.D.
 Philip K. Peake, Ph.D.
 Mary Harrington, Ph.D. (Psychology and
 Biological Sciences)
 Brenda Allen, Ph.D.

Adjunct Associate Professor

Barbara B. Reinhold, Ed.D.

Assistant Professors

Stefan R. Bodnarenko, Ph.D.
 Ann C. Hennessey, Ph.D.
 Patricia M. DiBartolo, Ph.D.
 Suzanne J. LaFleur, Ph.D.
²Bill E. Peterson, Ph.D.

Lecturers

Beth Powell, Ph.D.
 David Palmer, Ph.D.
¹Joan Laird, A.C.S.W.
¹Richard Halgin, Ph.D.
²Lauren E. Duncan, Ph.D.

Assistant in Statistics

David Palmer, Ph.D.

Research Associates

Martha Teghtsoonian, Ph.D.
 George Robinson, Ph.D.

Mendenhall Fellow

Kimberly D. Coleman, M.S.

[Courses in brackets will not be offered during the current year.]

Unless otherwise indicated, 111a or b is a pre-requisite for every further course, including 112 and 113.

Introductory Courses

111a Introduction to Psychology

A survey with emphasis on fundamental principles and findings of contemporary psychology. Discussion sections limited to 20. Students are free to attend either lecture hour; they must section for discussion. {N} WI 4 credits

Peter Pufall, Director

Lec. M W F 9–9:50 a.m. or M W F 10–10:50 a.m.

Sec. 1: W 1:10–2 p.m., *Brenda Allen*

Sec. 2: W 2:40–3:30 p.m., *Brenda Allen*

Sec. 3: W 1:10–2 p.m., *Peter de Villiers*

Sec. 4: W 2:40–3:30 p.m., *Peter de Villiers*

Sec. 5: Th 9–9:50 a.m., *To be announced*

Sec. 6: Th 11–11:50 a.m., *Peter Pufall*

Sec. 7: Th 1–1:50 p.m., *Ann Hennessey*

Sec. 8: Th 2–2:50 p.m., *Ann Hennessey*

111b Introduction to Psychology

A repetition of 111a. Self-paced instruction. Independent study and a sequence of unit tests (both oral and written). {N} 4 credits

Randy Frost, Director

Sec. 1: M W F 11 a.m.–12:10 p.m., *Randy Frost*

Sec. 2: M W F 1:10–2:20 p.m., *Randy Frost*

Sec. 3: M W F 2:40–3:50 p.m., *David Palmer*

112a Introduction to Research Methods

Application of scientific methods to problems in psychology. Basic experiments in a variety of areas,

including operant conditioning of nonhuman organisms. Prerequisite: 111a or b. **{N} WI** 4 credits

Frances Volkmann, Director

Sec. 1: M W 10–11:50 a.m., *Frances Volkmann*

Sec. 2: M W 1:10–3 p.m., *Frances Volkmann*

Sec. 3: T Th 8:30–10:20 a.m., *Suzanne LaFleur*

Sec. 4: T Th 1–2:50 p.m., *Suzanne LaFleur*

112b Introduction to Research Methods

A repetition of 112a. **{N} WI** 4 credits

Ann Hennessey, Director

Sec. 1: M W 8–9:50 a.m., *Ann Hennessey*

Sec. 2: M W 10–11:50 a.m., *Lauren Duncan*

Sec. 3: M W 1:10–3 p.m., *Fletcher Blanchard*

Sec. 4: T Th 8:30–10:20 a.m., *Suzanne LaFleur*

Sec. 5: T Th 1–2:50 p.m., *Beth Powell*

Sec. 6: T Th 3–4:50 p.m., *Suzanne LaFleur*

113a Statistical Methods in Psychology

Elementary descriptive and inferential statistics as applied to psychological problems. Prerequisite:

111a or b or permission of the instructor. Enrollment limited to 40. Lab size limited to 10 students.

{M} 4 credits

Philip Peake

Lec. T Th 10:30–11:50 a.m.; lab to be arranged

113b Statistical Methods in Psychology

A repetition of 113a. Enrollment limited to 40. Lab size limited to 10. **{N/M}** 4 credits

David Palmer

Lec. M W F 11 a.m.–12:10 p.m.; lab to be arranged

PPY 213b Language Acquisition

See Interdepartmental and Extradepartmental Course Offerings.

[ESS 220b Psychology of Sport]

4 credits

266b Psychology and Women

Exploration of the existence, origins and implications of the behavioral similarities and differences between women and men and of the psychological realities of women's lives. Topics include gender role stereotypes and gender role development; power issues in the family, workplace and politics; and mental health and sexuality. Particular emphasis is given to the issue of diversity among women. Prerequisite: 111a or b and 112 a or b or permission of the instructor. **{S/N}** 4 credits

Faye Crosby

M W F 11 a.m.–12:10 p.m.

267b Psychology of the Black Experience

Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of Black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the Black experience. Prerequisite: 111a or b or permission of the instructor. **{S/N}** 4 credits

Brenda Allen

M W 1:10–2:30 p.m.

268a Lesbian Identity and Experience

Perspectives on the psychological, social and cultural construction of lesbian identity and sexual orientation are examined. Themes include the lesbian in contemporary and historical context; sexual orientation as it intersects with gender, race, ethnicity and social class; bisexuality, transgenderism and transsexuality; lesbian identity development in adolescence and adulthood; issues of coming out; sexism; heterosexism and homophobia; lesbian and bisexual sex and intimacy; and lesbian coupling, family-building and parenting. We will pay attention to the special strengths and resiliencies of lesbians as well as to the kinds of psychological and social problems that can develop hostile and disaffirming contexts. A critical and revisionary stance will be our guide

A. General Courses

PPY 209b Philosophy and History of Psychology

An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. 4 credits

Peter Pufall (Psychology)

T Th 10:30–11:50 a.m.

Also see Interdepartmental and Extradepartmental Course Offerings.

throughout. (E) {S} 4 credits

Joan Laird

T Th 9–10:20 a.m.

303b Advanced Research Design and Statistical Analysis

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design.

Computer-assisted computation procedures employed. Prerequisites: 113a or b or SSC 190a or b, and 112a or b or permission of the instructor.

Enrollment limited to 16. {N/M} 4 credits

Brenda Allen

M W F 11 a.m.–12:10 p.m.

[320b Seminar in Environmental Psychology]

Perception and knowledge of the physical environment and the influence of that environment on human behavior. Topics include environmental perception; environmental stress; behavior in work and leisure settings; the impact of special settings, such as homes, hospitals, schools and prisons; and the impact of behavior on environmental quality. Previous courses relevant to environmental studies preferred. {N} 4 credits

366b Seminar: Topics in the Psychology of Women

Topic for 1997–98: Multicultural Mentoring. What are the theories? What does the research show?

How do gender and ethnicity influence the mentoring process? Prerequisite: PSY 266 or permission of the instructor. {S/N} 4 credits

Faye Crosby

W 2:40–4 p.m.

B. Psychological Processes

210a Motivation and Emotion

Motivation deals with the causation of specific actions of individuals and groups. It is primarily concerned with the question “Why did she or he do that?” Theory and research from three interacting and complementary perspectives (evolutionary, physiological and cognitive) will be examined in an attempt to answer that question. Prerequisite: 112a or b or permission of the instructor. {N} 4 credits

Suzanne LaFleur

M W 1:10–2:30 p.m.

[216b Perception]

Directed reading, discussion and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. {N} 4 credits

218a Cognitive Psychology

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory and decision making. Experiments conducted in several of these areas. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. {N} 4 credits

Jill de Villiers

T Th 1–2:50 p.m.

[224a Learning and Behavior Change: Methods, Theory and Practice]

Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students will shape a chain of responses in an experienced rat and will experiment with instructional technology with humans. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. {N} 4 credits

313a Seminar in Psycholinguistics

Topic to be offered in 1997–98: Language Development, Cognition and Disorders. A consideration of the nature of language acquisition and how it interacts with cognitive development in the child. The special cases of autism, specific language impairment and deafness will also be considered. Prerequisites: PSY 233, or PHI 236, or PPY 221. {N} 4 credits

Peter de Villiers

M 1:10–3 p.m.

[314a Seminar in Foundations of Behavior]

{N} 4 credits

Peter de Villiers

[314b Seminar in Foundations of Behavior]

{N} 4 credits

C. Physiological Psychology

180b Introduction to Neuroscience

An introduction to the study of the brain: its structure and how it develops, the chemical and electrical phenomena that take place in its nerve cells and how they interact to yield the brain's unique output, behavior and experience. This course is intended for nonscience and science majors. **{N}** 4 credits

Stefan Bodnarenko

T Th 9–10:20 a.m.

211a Physiology of Behavior and Related Disorders

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, memory, depression, schizophrenia and neurological disorders. Prerequisite: 180b, an introductory BIO course, or permission of the instructor. **{N}** 4 credits

Beth Powell

M W F 11 a.m.–12:10 p.m.

[212b Developmental Psychobiology]

Concentrated study of neural changes which occur across development and the concurrent changes in cognitive, social and emotional behavior that accompany development. Investigation of the development of the nervous system will involve exploring the embryonic stages, specificity and plasticity in the formation of neural connections, genetic and environmental determinants of the growth and development of the brain, and changes of the brain associated with aging. Prerequisites: 180b, 211a, an introductory BIO course, or permission of the instructor. **{N}** 4 credits

222b Psychopharmacology

This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social im-

pact such as the effects of drugs on fetal development, the pharmaceutical industry and effective treatments for drug abuse. Prerequisite: 180 or 211 or permission of the instructor. **{N}** 4 credits
Beth Powell
T Th 9–10:20 a.m.

311a Neuroanatomy

A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: 180b or 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16. Laboratory sections limited to 8. **{N}** 4 credits
Stefan Bodnarenko
T Th 10:30–11:50 a.m.; lab T or Th 1–4 p.m.

312a Research Seminar in Behavioral Neuroscience

Topic for 1997–98: Behavioral Neuroendocrinology. An introduction to research techniques used to investigate the neural control of female reproductive behavior. Comprehension of neuroscience methodology will be cultivated by discussion of current behavioral neuroendocrinology research. Development of neuroscientist mentality will be assessed by apt incorporation of hypothesized use of neuroscience techniques in an original research proposal, a final product of this course. Prerequisites: 112 a or b, 180b, 211a and permission of the instructor. **{N}** 4 credits

Ann Hennessey

W 1–3 p.m.

316b Seminar in Biopsychology

Topic for 1997–98: Biological Basis of Sexual Orientation? Relevant research will be discussed and critically evaluated to determine whether sufficient evidence exists to support the contention that there is a biological basis for sexual orientation. Comprehension of research which documents the impact of experiential influences on sexual differentiation of the brain will be cultivated by discussing both human and nonhuman animal research. The intent of this seminar is to achieve a balanced perspective of current data on the development of sexual orientation. Prerequisites: 112a or b, 180b or 211a, and permission of the instructor. **{N}** 4 credits

Ann Hennessey

W 1–3 p.m.

D. Developmental Psychology

Director of the Child Study Committee: Peter Pufall.

233b Child Development

A review of theory and research on specific developmental topics: attachment, emotion, self, friendship, gender, cognition, intelligence, symbolic functioning (language, art and play) from the standpoint of biological and psychological processes nested within social (family, peer, school) and cultural (implicitly and explicitly shared values) contexts. Six observation hours in the Campus School to be arranged. **{S/N}** 4 credits

Peter Pufall

M W F 1:10–2:30 p.m.

EDC 238a Educational Psychology

Alan Rudnitsky

T Th 9–10:20 a.m.

[241b Psychology of Adolescence]

Exploring adolescents' developing identity and their needs for acceptance, autonomy and intimacy in light of the major physical, cognitive and social changes of this phase. **{S/N}** 4 credits

243b Adult Development

The study of adult lives from life-span perspective, with special emphasis on the lives of women as compared to men. Topics include psychological theories of the life-cycle, longitudinal and biographical approaches, the experience of growing older, retirement, bereavement, dependence and psychological adjustment to the myths and realities of age. **{S/N}** 4 credits

Bill Peterson

M W F 9–9:50 a.m.

333b Seminar in Developmental Psychology

Topic for 1997–98: Identity in Psychology, Fiction and Autobiography. How do humans develop a sense of unity and purpose in their lives? This is a fundamental question for adolescent and adult identity theorists, and we will consider it by using psychological theory to interpret fictional and autobiographical accounts of self. Possible texts include works by Erikson, McAdams, Angelou and Hong-Kingston. **{N}** 4 credits

Bill Peterson

T 1–2:50 p.m.

335a Experimental Study of the Behavior of Children

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, perception and action, social cognition and play. Gender differences in cognitive, perceptual and social development are explored in addition to the study of sex roles. Prerequisites: 112a or b and 233b, or permission of the instructor. Enrollment limited to 16. **{N}** 4 credits

Peter Pufall

T Th 9–10:20 a.m.

340a Seminar in Gender and the Life Course

A seminar on the development of gender identity. Special attention will be given to critical reading of psychological theory and research on gender identification. Topics will include a comparative analysis of psychoanalytic, social-learning and cognitive-developmental theories. Recent work in feminist theory and the psychology of gender will be used as a counterpoint to classical formulations. **{S/N}** 4 credits

Maureen Mahoney

Th 1–2:50 p.m.

E. Clinical Psychology

[EDC 239a Counseling Theory and Education]

252a Abnormal Psychology

A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. **{N}** 4 credits

Richard Halgin

M W 11 a.m.–12:10 p.m.

253b Child Clinical Psychology

Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252 or 233. **{N}** 4 credits

Patricia DiBartolo

T Th 9–10:20 a.m.

254a Clinical Psychology

An overview of clinical psychology focusing on the settings, clients and activities of the clinical psychologist. Attention given to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy, and evaluation of the success of psychological interventions. Prerequisite: 252. {N} 4 credits

Patricia DiBartolo

T Th 10:30–11:50 a.m.

[352b Seminar in Advanced Clinical Psychology]

Prerequisite: 252 or 254. {N} 4 credits

[354a Seminar in Advanced Abnormal Psychology]

Prerequisite: 252 or 254. {N} 4 credits

358b Experimental Investigation in Clinical Psychology

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, eating disorders and depression. Prerequisite: 112a or b and 252. {N} 4 credits

Patricia DiBartolo

T Th 10:30–11:50 a.m.

F. Social and Personality Psychology

270b Social Psychology

The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. {N} 4 credits

Fletcher Blanchard

M W F 10–10:50 a.m.

271a Psychology of Personality

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. {N} 4 credits

Philip Peake

T Th 9–10:20 a.m.

278b Behavior in Organizations

The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 20. Prerequisite: 270 or permission of the instructor. {S/N} 4 credits

Frances Volkmann

M W 10 a.m.–12:10 p.m.

370a Seminar in Social Psychology

Topic for 1997–98: Social Psychology of Groups. Consideration of major theories of group and intergroup behavior. Prerequisite: 270 or 271; 112a or b and 113a or b are strongly recommended.

{N} 4 credits

Fletcher Blanchard

T 1–2:50 p.m.

370b Seminar in Social Psychology

Topic for 1997–98: Psychology of Political Activism. Political psychology is concerned with the psychological processes underlying political phenomena. This seminar focuses on people's motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from psychology, sociology and political science. We will consider accounts of some large-scale social movements in the U.S. (e.g., Civil Rights Movement, Women's Movement). {N} 4 credits

Lauren Duncan

T 1–2:50 p.m.

371b Seminar in Personality

Topic for 1997–98: Personality and Self-Regulation. A survey of the factors that promote and undermine effective self-regulation, including discussion of the control of unwanted thoughts, emotions, impulses and behaviors. Special consideration will be given to factors that impact on the initiation and maintenance of self-regulatory regimens. Admission by permission of the instructor. Prerequisite: 270 or 271. {N} 4 credits

Philip Peake

Th 1–2:50 p.m.

372a Experimental Study of Social Behavior

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected current research problems concerning so-

cial behavior. Prerequisites: 112a or b and either 270 or 271. Enrollment limited to 16. {N} 4 credits
Fletcher Blanchard
 T Th 10:30–11:50 a.m.

373b Experimental Study of Personality

An introduction to techniques of personality research and their application to the experimental study of personality. Based on discussions of current research, students design and conduct original research either individually or in teams. Prerequisites: 112a or b and either 270 or 271 and permission of the instructor. {N} 4 credits

Philip Peake

T Th 10:30–11:50 a.m.

404a Special Studies

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Peter Pufall.

Basis: 111a or b, 112a or b, and 113a or b.

Requirements: 10 semester courses including the basis. One of the seven courses beyond the basis must be a laboratory course or a seminar. 113a or b must be completed before the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Depth is achieved by taking three courses in one of the five areas B–F. To fulfill the breadth requirement, you must take at least one course in each of three other areas A–F. Special Studies 404 may be counted toward the depth requirement, but not for the breadth requirement as the only course in an area.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological

research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the Department.

Requirements: six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the six areas A–F. In addition, one of these four courses must be either a laboratory course or a seminar.

Honors

Director: Jill de Villiers.

Basis: 111a or b, 112a or b, 113a or b, and one other semester course.

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a year-long project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431a for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth in one area but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of 10 required for the major. It is recommended that students elect a laboratory, seminar or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take 303.

Public Policy

Director

****Deborah Haas-Wilson**, Associate Professor of Economics

Advisers

Randall Bartlett, Professor of Economics
John Burk, Professor of Biological Sciences
****H. Allen Curran**, Professor of Geology

[Courses in brackets will not be offered during the current year.]

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

GOV 207a Politics of Public Policy

This course serves as the introduction to the minor for the 1997–98 academic year. 4 credits

Marc Lendler

M W 1:10–2:30 p.m.

IDP 208a Women's Medical Issues

4 credits

Leslie Jaffe (Health Services)

T Th 10:30–11:50 a.m.

[220a Public Policy Analysis]

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to “improve” policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. **{S}** 4 credits

Randall Bartlett (Economics)

ECO 224b Environmental Economics

4 credits

Mark Aldrich (Economics)

T Th 1–2:50 p.m.

250a Race and Public Policy in the United States

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220a or a course in American government. **{S}** 4 credits

Randall Bartlett

M W F 11 a.m.–12:10 p.m.

[254b Agriculture and Public Policy in the United States]

A scientific and political examination of American agriculture, which is intended to help students understand how agricultural policy affects people in the United States individually and collectively.

Topics to be covered include genetic engineering, food nutrition, fertilizers and pesticides, migrant and seasonal farm workers. Lectures and discussions will be augmented with films and field trips. To be offered in 1998–99. **{S/N}** 4 credits

Philip Reid (Biology)

260b Global Change: Scientific Basis and Policy Challenges of Ozone Depletion and the Greenhouse Effect

An examination of human-induced changes in Earth's atmosphere, focusing on two topics, ozone depletion and the greenhouse effect, and stressing scientific understanding of the phenomena and their implications for public policy. Topics include the composition and structure of Earth's atmosphere; the chemistry of atmospheric ozone; the Antarctic ozone hole; policy responses, including the Montreal protocol; the greenhouse effect on

Earth and on the planet Venus; evidence for increases in the concentration of carbon dioxide and other greenhouse gases; carbon dioxide and past climate variations; the debate about the causes and consequences of increasing carbon dioxide concentrations; possible policy responses; scientific and policy challenges of the 21st century. Prerequisites: GOV 207 or PPL 220 and an introductory science course or permission of the instructor. (E) {S/N} 4 credits

Richard White (Astronomy)

T Th 1-2:50 p.m.

[303b Seminar in Public Policy of Marine and Coastal Resources]

A discussion of the nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics may include marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220 or permission of the instructors. To be offered in 1998-99. {N} 4 credits

Allen Curran (Geology), John Burk (Biology)

[353a Seminar: U.S. Immigration and Refugee Policy]

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, mutual assistance and legal aid. Focus on experiences of particular ethnic groups. Admission by permission of the instructor. To be offered in 1998-99. {S} 4 credits

Peter Rose

390b Senior Public Policy Workshop

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor. {S} 4 credits

To be announced

To be arranged

404a Special Studies

By permission of the director. 4 credits

404b Special Studies

4 credits

The Minor

Director: To be announced.

Advisers: Randall Bartlett (Economics); John Burk (Biological Sciences); H. Allen Curran (Geology); Deborah Haas-Wilson (Economics).

The minor consists of six courses:

GOV 207a or [PPL 220a];

Any two public policy electives;

Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);

PPL 390b.

Religion and Biblical Literature

Professors

Taitetsu Unno, Ph.D.

*Thomas Sieger Derr, Jr., M.Div., Ph.D.

**D. Dennis Hudson, Ph.D.

Karl Paul Donfried, Dr.Theol., *Chair*

Associate Professors

Carol G. Zaleski, Ph.D.

Lois C. Dubin, Ph.D.

Assistant Professors

Keith Lewinstein, Ph.D. (History and Religion and
Biblical Literature)

†Vera Shevzov, M.Div., Ph.D.

Joel S. Kaminsky, Ph.D.

Yehan Numata Lecturer in Buddhist Studies

Jamie Hubbard, Ph.D.

Lecturers

¹Richard P. Unsworth, Th.M.

²Elizabeth E. Carr, Ph.D.

²Bruce Theodore Dahlberg, M.Div., Ph.D.

²Philip Zaleski, B.A.

²Edward Feld, M.H.L.

²J. Wesley Boyd, M.D., Ph.D.

Lisa L. Hallstrom, M.T.S., Ph.D.

Research Associates

Benjamin Braude, Ph.D.

Philip Zaleski, B.A.

[Courses in brackets will not be offered during the current year.]

Language courses in Hebrew, Greek, Arabic, etc. are listed on pages 300-301.

Courses at the 200 level are open to all students unless otherwise stated.

Colloquia are primarily reading and discussion courses limited to 20 students unless otherwise indicated.

100-Level Courses

101a Religion as a Human Experience

Diverse approaches to the study of religion. Interpretations by proponents and critics from philosophy, psychology, sociology, theology and literature. Readings from such writers as Aoyama, Berger, Dostoevsky, William James, Jung, Kafka, C.S. Lewis, McFague, Tolstoy and Wiesel. Occasional films.

{H} WI 4 credits

Dennis Hudson, *Director*

Members of the Department

Lec. T 9–10:20 a.m.; dis. Th 9–10:20 a.m.

105a Introduction to World Religions

Buddhism, Chinese religion, Christianity, Hindu-

ism, Islam and Judaism. The spirit of each tradition as revealed in one of its classical texts. {H} 4 credits

Jamie Hubbard, *Director*

Members of the Department

Lec. M W 10–10:50 a.m.; three discussion sections F 10–10:50 a.m.

110b Colloquia: Thematic Studies in Religion

Directed discussion of themes and approaches to the study of religion. Priority will be given to first-year students. 4 credits

[A. Poetry as Contemplation]

The poetic genre in the Japanese and Chinese literary traditions as the medium of religious awakening, focusing on the formative influences of Shinto, Taoist and Buddhist ideas on such topics as language and reality, discursive and nondiscursive thinking, self and world, and nature as revelation.

{H}

[B. The Image and Body of Christ, East and West]

The study of Christianity through two of its primary

symbols of "sacred presence"—the eucharist and the icon—from the early church to modern times. Changing functions and interpretations of these symbols; rituals surrounding them; historical and liturgical context; conflict and controversies regarding their use. Readings include prayers and sermons; saints' lives; accounts of pilgrims and mystics; polemical and theological treatises. Occasional films and slides. {H}

C. Christian Spirituality

An introduction to Christian spirituality through primary source readings on significant religious personalities of the past and present. Consideration to turning points in their lives and the relation of interior life to creative action in the world. Readings in Catherine of Siena, Julian of Norwich, Teresa of Avila, Pierre Teilhard de Chardin, Simone Weil, Thomas Merton, Dorothy Day, Rigoberta Menchu and Zora Neale Hurston. {H} *Elizabeth Carr*

T Th 10:30–11:50 a.m.

[D. Catholicism in the Third Millennium]

A critical exploration of recent Roman Catholic theological, biblical and papal pronouncements, including *The Splendor of Truth*, *As the Third Millennium Draws Near* and *The Interpretation of the Bible in the Church*; their intended impact on Catholic identity, ecumenical dialogue (especially with Orthodox Christianity), and the philosophies of subjectivism, rationalism and relativism; their representation of John Paul II as visionary, philosopher and moral leader. {H}

[E. Politics of Enlightenment]

Thematic and biographical survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on such problematic issues as women in Buddhism, Tibetan Buddhism in exile, the monks' war in Vietnam, and Western Buddhism. {H}

[F. Issues in Contemporary Judaism, 1960s to the Present]

The interplay of tradition and modernity in contemporary Jewish thought and practice. Jewish renewal and the construction of new traditions among American and Israeli men and women, with attention to conflicts between self-expression

and submission to authority, and between revival and invention. Topics include women's creativity in ritual and study, the newly pious, the appeal of mysticism, and Zionist views of religion, nationalism and messianism. Readings drawn from novels, autobiographies and newspapers as well as scholarly works; occasional films. {H}

G. Conversion

The phenomenology of religious conversion—change of heart, change of mind, change of affiliation, metanoia and recovery—in comparative perspective. Reading William James and other psychologists and philosophers of religion who have analyzed conversion experience; and first-hand narratives representing a variety of cultures and religious traditions, including the conversion accounts of St. Augustine, Black Elk, al-Ghazali, Shinran, Jonathan Edwards and Bill W. (co-founder of Alcoholics Anonymous), among others. {H}

Carol Zaleski

T Th 9–10:20 a.m.

H. Relating to the Other

Mutuality, dialogue, encounter, guilt, obligation and rupture all go to make up the relationship between one human and another. How do two of the most important post-modern philosophers and religious thinkers understand the basic emotional and spiritual connections of our lives? We will closely examine some of the work of the early 20th-century figure Martin Buber and the contemporary French thinker Emmanuel Levinas, both of whom articulated philosophies describing how our meeting with others formed our sense of self, our ethics and our spiritual lives. {H}

Edward Feld

T Th 10:30–11:50 a.m.

200-Level Courses

No prerequisites unless specified.

210a Introduction to the Bible I

The Hebrew Scriptures ("Old Testament"). A survey of the Hebrew Bible and the historical and cultural context in which it flourished. Critical reading and discussion of its narrative compo-

ments as well as an introduction to the prophetic corpus and selections from the wisdom literature.

{L} 4 credits

Joel Kaminsky

M W 1:10–2:30 p.m.

211b Later Traditions in the Hebrew

Scriptures and the Apocrypha]

Critical reading and discussion of the “Wisdom” (philosophical) writings (*Job, Proverbs, Ecclesiastes*); selected Psalms; shorter narrative and poetic works (*Jonah, Ruth, Esther, Song of Songs, Daniel*); selections from the Apocrypha (*1 and 2 Maccabees, Tobit, Judith, Susannah, Bel and the Dragon, Wisdom of Solomon, Sirach*).

{L} 4 credits

213b Prophecy in Ancient Israel

A survey of the institution of prophecy and the individuals who functioned as prophets in the Hebrew Bible. Emphasis on the following issues: What types of people became prophets? What did prophets speak about? What role did prophets play in society? Did prophets deliver different, or even conflicting, messages? Can one tell a true from a false prophet? {H/L} 4 credits

Joel Kaminsky

M W 1:10–2:30 p.m.

215J Exploring the Holy Land]

An on-site humanities study tour in Israel for the purpose of illuminating and understanding selected aspects of biblical history. In addition to visiting major sites referred to in the Bible, museums and archaeological excavations, innumerable related sites within Jerusalem, Masada and Qumran will be included in the itinerary. Prerequisites: either REL 210, 220, 320, 333, ENG 270 or permission of the instructors. Enrollment limited to 25. (E) {H} 3 credits

220b Introduction to the Bible II

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community. {L} 4 credits

Karl Donfried

M W F 10–10:50 a.m.; film viewing to be arranged

224b Women in Rabbinic Literature

[225b Christian Origins: Archaeological and Social-Historical Perspectives]

The integration of biblical and historical studies, geographical setting and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the *Book of Acts*. Illustrated lectures. Recommended background: 220. {H} 4 credits

230a Western Christian Thought and Practice (30–1100)

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians and the beginnings of medieval Christianity. Occasional films. {H} 4 credits

Karl Donfried

T Th 10:30–11:50 a.m.

[231b Eastern Christian Thought and Practice]

A survey of the history, theology and spirituality of Eastern Orthodoxy, with special emphasis on its tradition in Byzantium and Russia and its points of tension with western Christian thought. Selected source readings in translation. {H} 4 credits

[232b Western Christian Thought and Practice, 1100–1800]

A survey of religious thought and practice from Thomas Aquinas to Kierkegaard. Changing understanding of God, self and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic reformations, the rise of modern science, the philosophic systems of the 17th century and into the Enlightenment. Theological, philosophical, mystical, devotional and literary texts. {H} 4 credits

[235a Jewish Spirituality: Philosophers and Mystics]

The rise of Jewish philosophy and mysticism

(Kabbalah) and their development as complementary yet often competing spiritual paths. The expression of philosophy and mysticism in individual piety, popular religious practice and communal politics. Readings from Maimonides, the Zohar and other major works, as well as personal documents of religious experience and thought. All readings in English. **{H}** 4 credits

236a Jewish Thought in the Modern Period

A survey of Jewish religious thought from the 16th to the 20th centuries, including prominent thinkers and popular religious movements. Changing conceptions of God, the Bible, religious practice, exile and redemption. The ongoing traditions of Jewish philosophy and mysticism, as well as the emergence of modern forms of Judaism in response to the Enlightenment, America, the Holocaust and feminism. This course can be taken for credit by students who took REL 236, Jewish Thought in the 20th Century, in spring 1996. **{H}** 4 credits

Lois Dubin

T Th 10:30–11:50 a.m.

237b Religion in America

Religious thought and institutions in America; their interaction with American culture and with each other. Major religious traditions and thinkers from the 17th century to the present. **{H}** 4 credits

Bruce Dahlberg

M W 1:10–2:30 p.m.

[240a Contemporary Christian Thought]

A study of the diversity of Modern and Postmodern Christian thought understood in terms of biblical narrative, gender, race, environment, and political and linguistic theories. Selected texts together with a survey of representative figures who have shaped contemporary Christian theology. **{H}** 4 credits

245b Theological Themes in Fiction and Fantasy

Explores the implicit and explicit religious themes that are found in works of literature from a variety of genres. Special attention will be paid to issues of "world construction" and narrative, as well as the problematic distinction between fact and fiction. Readings will include works by Dostoevsky, Zora Neale Hurston, Malcolm X, Flannery

O'Connor, Peter Shaffer and others. **{H}** 4 credits
Wesley Boyd

T Th 9–10:20 a.m.

[250a Social Ethics I]

Religious and other bases for social ethics. Natural law and situational morality; love, justice and punishment; sexuality, marriage and divorce; population control; death and dying; abortion, genetic control and other topics in medical practice; race relations. To be offered in 1998–99. **{H/S}** 4 credits

Thomas Derr

251b Social Ethics II

The bearing of ethics on the understanding of the state, the economic order and international affairs. Power, violence and vengeance; revolution and order; civil disobedience; human rights; development and world hunger; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty. **{H/S}** 4 credits

Thomas Derr

M W F 9–9:50 a.m.

260b Psychology of Religion

The nature of religious consciousness. Topics include psychological theories of the origin of religion; ancient and modern techniques for the "cure of souls"; religion and the life cycle; religion and depth psychology; religion and social psychology. Readings from James, Freud, Jung, Erikson, Lifton and others. **{H/S}** 4 credits

Carol Zaleski

T Th 10:30–11:50 a.m.

263a Philosophy of Religion

The art of asking the big questions. Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience, myth and symbol. Readings from Plato, Anselm, Kant, Kierkegaard, James, Otto, Eliade and others. **{H}** 4 credits

Carol Zaleski

M W F 11 a.m.–12:10 p.m.

[266b Death in the West]

The changing face of death and afterlife in Western culture. Attention will be given to the Epic of

Gilgamesh; Plato's depiction of the last days of Socrates; biblical teachings on death; classical Jewish, Christian and Islamic eschatological traditions; rites and customs for the care of the dead; images of heaven and hell; near-death experiences; philosophical arguments for and against immortality; and responses to death in contemporary culture. Students who have taken this course as 110b will not be permitted to take it again for credit. {H} 4 credits

[269b Phenomenology and Existentialism]

A historical introduction to phenomenology and existentialism focusing on the quest for authentic existence, the intentionality of human experience, the problem of freedom and other characteristic concerns of these two interrelated movements. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Jaspers and others. {H} 4 credits

270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita and others. {H} 4 credits

Lisa Hallstrom

M W F 11 a.m.–12:10 p.m.

271b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present

An introduction to the religious thought of Sankara, Ramanuja and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna and others. {H} 4 credits

Lisa Hallstrom

T Th 9–10:20 a.m.

272a Buddhist Thought

Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment in the religious, philosophical and ethical teachings of Buddhism in India, China and Japan. {H} 4 credits

Taitetsu Unno

M W 2:40–4 p.m.

273a Colloquium in East Asian Religions

Topic for 1997–98: Japanese Religion. The development of Japanese religious traditions from their inception to the present day, their relationship to the state, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.). {H} 4 credits

Jamie Hubbard

M W 1:10–2:30 p.m.

274b The Making of Muhammad

The career of the Prophet Muhammad as represented in Muslim literature of the classical and modern periods. Topics include Muhammad as a historical problem, the function of sacred biography, diverse religious constructions of the Prophet (lawgiver, mystic, philosopher-king), and the use of the Prophet as spokesman for religious and political reform in 20th-century Muslim biographies. Attention also to the veneration of Muhammad in popular Muslim piety and to the various traditions of European writing on his life. {H} 4 credits

Keith Lewinstein

W 7:30–10 p.m.

275a The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh-century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. {H} 4 credits

Keith Lewinstein

T Th 9–10:20 a.m.

276b Native American Religions

An introduction to the religious traditions of the indigenous peoples of North America. Topics include life cycle, rituals, pilgrimage, myth, symbol, oral tradition, women's roles, healing practices, new religious movements, connections with other world religions, and the contemporary situation. Enrollment limited to 30. {H} 4 credits

Philip Zaleski

T Th 9–10:20 a.m.

277a Colloquium: Japanese Aesthetics, Landscapes and Gardens

Principles of Japanese aesthetic theory, shaped by Buddhism, Shinto and Taoist thought. Their application to landscapes and gardens from the Heian Era (794–1185) to the contemporary period.

Some consideration will be given to its relationship to the understanding of space, time and nature. Prerequisite: one course in Asian religion or Asian art. Course includes a two-week intensive study tour in Japan during May/June 1998. Enrollment limited to 20. To be offered once only. (E)

{A} 4 credits

Taitetsu Unno

Th 3–4:50 p.m.

279b Colloquium in Buddhist Studies

Topic for 1997–98: The Body in Buddhist Practice and Thought. The somatic basis of religious praxis in the context of Asian cultural tradition. Its implications for philosophical thought and its intimate relationship to medicine, theater, dance, martial and cultural arts. Exploration through readings, workshops and contributions from visiting lecturers and artists. Prerequisite: 270, 272, or permission of the instructor. (E) **{H}** 4 credits

Taitetsu Unno

M W 2:40–4 p.m.

300-Level Courses

Prerequisites as specified.

[310b Seminar: The Apocrypha and Related Texts]

Reading and critical discussion of deuterocanonical and non-canonical Jewish and Christian writings of the biblical period, in translation. Selections from the Old and New Testament Apocrypha, the Dead Sea Scrolls and other pseudepigraphic works. Prerequisite: 210, 220, or permission of the instructor. **{L}** 4 credits

313b Seminar: Genesis

Close readings of the first book of the Bible with attention to literary form, historical context and theology. Discussion will focus on the following issues: Is Genesis better read as history or myth? Who might have written Genesis and why? Exactly

what can one learn about ancient Israelite religious thought by reading the narratives of Genesis?

Prerequisite: REL 210 or permission of the instructor. **{H/L}** 4 credits

Joel Kaminsky

Th 7:30–9:30 p.m.

[320a Seminar: New Testament]

Jesus and the Dead Sea Scrolls. A survey of the ways in which the mysterious Dead Sea Scrolls, among the greatest archaeological discoveries of the millennium, have revolutionized our understanding of the founder of Christianity, Jesus of Nazareth, and expanded our knowledge of Judaism, the origins of Christianity and the interaction of the two. Attention will also be given to the contemporary debate surrounding several highly controversial historical reconstructions of Jesus. Prerequisite: either 210, 215, 220 or permission of the instructor. **{H}** 4 credits

333a Seminar: The Social World of Early Christianity

Topic for 1997–98: The Dead Sea Scrolls and the Early Christian Church. An examination of the writings from Qumran for the purpose of understanding the beliefs and practices of this religious community as well as for the new knowledge they provide about Judaism, the origins of Christianity and the interaction of the two. A variety of writings from the Hebrew Scriptures and the New Testament will be considered in relationship to the recent texts discovered at Qumran. Prerequisite: either 210, 215, 220, 230 or permission of the instructor. **{H}** 4 credits

Karl Donfried

Th 1–2:50 p.m.; film viewings to be arranged

[334b Colloquium: Jewish-Christian Relations]

An introductory survey focusing on the major stages in the development of Jewish-Christian relations; the changing religious perspectives of each community; the varieties of interaction, including conversion, disputation, persecution, assimilation and encounter. **{H}** 4 credits

[335a Seminar: Judaism, the Enlightenment and Religious Diversity]

The encounter of Judaism with the Enlightenment

as a case study of religious diversity in modern Europe. Topics include Enlightenment perspectives on religion and religious diversity; the attitudes of various Enlightenment thinkers to Judaism; the emergence of the Jewish Enlightenment and its radical transformation of Jewish self-understanding; reactions to the Jewish Enlightenment and its legacy. Prerequisite: at least one religion course on Judaism or Christianity; or one course in Jewish studies, philosophy or European history; or permission of the instructor. **{H}** 4 credits

[336b Seminar: Christianity and Culture]
{H} 4 credits

[340a Seminar: Topics in Christian Thought and Practice]
{H} 4 credits

[353a Seminar: Medical Ethics]
The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans and other issues. To be offered in 1998–99.
{H/S} 4 credits

354b Seminar: Business Ethics
Ethical problems arising in the conduct of business, including the social responsibility of corporations, property rights and responsibilities, product safety and liability, employee relations, stockholder relations, fairness in taxation, advertising, pricing, just wages, conflicts of interest, bribes at home and abroad, and the motivation of owners and managers. **{H/S}** 4 credits
Thomas Derr
M 7:30–9:30 p.m.

360a Seminar: Problems in Philosophy of Religion
Topic for 1997–98: Belief in God. Are we rationally entitled to believe in God? Examines classic arguments for the existence of God, the “ethics of belief” controversy, the epistemic status of religious experience, the nature and function of evidence in religious belief, the role of apologetic literature (Jewish and Christian primarily) in making belief in God plausible, and the surprising resurgence of natural theology in contemporary philosophical circles. Readings from Anselm, Aquinas, Pascal, Kant, Kierkegaard, William James,

G.K. Chesterton, Bertrand Russell, A.J. Ayer, Antony Flew, Louis Jacobs, Richard Swinburne, Alvin Plantinga, William Alston and other leading philosophers, theologians, apologists and controversialists both ancient and modern. Prerequisite: 263 or permission of the instructor. **{H}** 4 credits
Carol Zaleski
T 1–2:50 p.m.

370b Seminar: South Asian Religious Literature in Translation

The values, world views and modes of thought of major religious cultures in the Indian subcontinent as expressed through their literatures in translation. Texts will be selected from epics, poems, mythologies, dramas, folktales, biographies, discourses, commentaries and legal and ethical codes. Prerequisites: 105a and one of the following courses: 270a, 270b, 271a, or the equivalent.
{H} 4 credits
Lisa Hallstrom
T 3–4:50 p.m.

372b Seminar: Problems in Buddhist Philosophy

Topic for 1997–98: Buddhist View of Language. Analysis of different functions of language related to central topics in Buddhist thought: Nagarjuna’s twofold truth, Yogacara thought and epistemology, paradoxical language in koan and poetry, and nembutsu as fundamental language. Prerequisite: REL 105 or 272. **{H}** 4 credits
Taitetsu Unno
Th 3–4:50 p.m.

373a Colloquium: Religion and Theatre in Southeast Asia

An introductory exploration of oral and written texts, performance traditions, religious buildings and liturgies prevalent in selected cultures of Southeast Asia. Ancestors, shamans, shadow puppets, trance, the *dalang*, masked dance performances, stupas, temples and indigenous assimilations of the *Mahabharata*, *Ramayana* and lives of the Buddha will be examined. Students will explore specific performance styles along with independent research. Enrollment limited to juniors and seniors. Permission of the instructors is required. **{A}** 4 credits
Dennis Hudson, John Hellweg (Theatre)
T Th 3–4:50 p.m.

[375b Modern Islamic Thought]

Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies, and Islamic discussions of modernity and liberalism. Reading of primary sources in translation. {H} 4 credits

400a Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 2 to 4 credits

400b Special Studies

2 to 4 credits

408d Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits

Language Courses

Credit is not granted for the first semester only of an introductory language course.

[100d Elementary Classical Hebrew]

Introduction to the Hebrew language through the fundamentals of grammar and readings from the Hebrew Bible in the original. The verb and noun systems, which are the base of all forms of Hebrew, classical and modern, written and spoken. Regular written assignments and quizzes. Open to those with no knowledge of Hebrew; also to those who know some Hebrew but who wish to improve their skills in reading and grammar. {F} 8 credits

ARA 100d Elementary Arabic

This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs, and on how to use an Arabic dictionary. {F}

8 credits

Tayeb El-Hibri

M W F 11 a.m.—12:10 p.m.

ARA 283a Intermediate Arabic I

This course expands the scope of the communicative approaches, as new grammatical points are introduced (the various forms of regular and irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is also placed on reading and writing short passages and personal notes. This second year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and expands one's writing skills. (E) {F} 4 credits

Mohammad Jiyad

M W F 2:40—4 p.m.

ARA 284b Intermediate Arabic II

Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor. (E) {F} 4 credits

Mohammad Jiyad

M W F 2:40—4 p.m.

[282b Readings in Chinese Buddhist Texts]

Reading and discussion of Chinese Buddhist texts in the original. Selections drawn from different genres including biographies of the Buddha, Jataka tales, the Lotus Sutra, Heart Sutra and indigenous scriptures ("apocrypha"). Attention will also be given to the development of the Buddhist canon and notions of scriptural authenticity. Open to students who have taken one year of Chinese or two years of Japanese, or with permission of the instructor. (E) {L/F} 4 credits

285a Hebrew Religious Texts

Reading and discussion of Hebrew religious texts from different periods. Selections from the Bible, rabbinic literature, and liturgy. Open to students who have taken elementary Hebrew, either classical or modern, or with permission of the instructor. {L/F} 4 credits

Lois Dubin

T Th 9—10:20 a.m.

286b Hebrew Religious Texts

Reading and discussion of Hebrew religious texts from different periods. Prose and poetry on a variety of themes, such as piety, ethics and religious-political ideals. Works by Maimonides and Judah Halevi among others. Open to students who have taken elementary Hebrew, either classical or modern, or with permission of the instructor. {L/F} 4 credits

Lois Dubin
T Th 9–10:20 a.m.

287b Greek Religious Texts

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 100d or the equivalent. {L/F} 4 credits
Karl Donfried
M W 2:40–4 p.m.

[382a Directed Readings in Religious Texts: Hebrew, Greek or Latin]

Prerequisite: one of the following (or the equivalent): GRK 110d, LAT 100d or REL 100d. Admission by permission of the instructor. {L/F} 4 credits

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.

Students who take the introductory courses in Latin or Greek in the classics department will receive credit for these toward their religion major upon completion of an advanced course in religious texts (REL 287 or 382). Similar arrangements can be made for other languages (e.g., Arabic, Chinese, Sanskrit).

The Major

Advisers: Thomas Derr, Karl Donfried, Lois Dubin, Jamie Hubbard, Dennis Hudson, Taitetsu Unno, Carol Zaleski.

Adviser for Off-Campus Study: Jamie Hubbard (first semester); Thomas Derr (second semester).

Requirements: 12 semester courses, two of which, at the recommendation of the adviser, may

- be related courses in other departments. Each major's course program must meet the following requirements:
1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions), preferably in the first year or the sophomore year.
 2. At least one course from each of the following four groups, of which at least three will normally be taken in the department:
 - a. textual interpretation: 210, 220
 - b. critical and systematic reflection: [240], [250], 251, 260, 263
 - c. non-monotheistic traditions: 270, 271, 272, 273
 - d. monotheistic traditions: 230, [231], [232], [235], 236, 275
 3. Every major must take at least one seminar originating in the department.
 4. Courses counting toward the major may not be taken S/U.

The Minor

Advisers: Thomas Derr, Karl Donfried, Lois Dubin, Jamie Hubbard, Dennis Hudson, Taitetsu Unno, Carol Zaleski.

- Requirements:** five semester courses. Each minor's course program must meet the following requirements:
1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions).
 2. Four other courses drawn from at least three of the following four groups:
 - a. textual interpretation: 210, 220
 - b. critical and systematic reflection: 101, [240], [250], 251, 260, 263
 - c. non-monotheistic traditions: 270, 271, 272, 273
 - d. monotheistic traditions: 230, [231], [232], [235], 236, 275
 3. Courses counting toward the minor may not be taken S/U.

Honors

Director: Dennis Hudson.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: same as for the major and a thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431a).

Graduate

Adviser: Taitetsu Unno.

580a Advanced Studies

4 credits

580b Advanced Studies

4 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

Russian Language and Literature

Professors

Maria Nemcová Banerjee, Ph.D., *Chair*
Alexander Woronzoff-Dashkoff, Ph.D.

Lecturer

Catherine Woronzoff-Dashkoff, A.B.

[Courses in brackets will not be offered during the current year.]

Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Russian

Four class hours and laboratory. {F} 8 credits

Catherine Woronzoff-Dashkoff

M W F 1:10–2:30 p.m.

220d Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100d or the equivalent. {F} 8 credits

Alexander Woronzoff-Dashkoff

M W F 11 a.m.–12:10 p.m.

331a Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. {F} 4 credits

Catherine Woronzoff-Dashkoff

M W F 2:40–4 p.m.

332b Advanced Russian

A continuation of 331a. Extensive translation of current material from Russian to English and intensive practice in writing. Prerequisite: 331a. {F} 4 credits

Catherine Woronzoff-Dashkoff

M W F 2:40–4 p.m.

338a Studies in Language and Literature

Advanced study of a major Russian literary text. Topic for 1997–98: Bulgakov's *Master and Margarita*. Discussion, conversation, oral reports, papers. Prerequisite: 332b or permission of the

instructor. {L/F} 4 credits

Catherine Woronzoff-Dashkoff

T 3–4:50 p.m.

338b Studies in Language and Literature

Advanced study of selected literary texts. Topic for 1997–98: Russian Women Writing about 20th-Century Russia. Women's writings from 1917 to the present, including such authors as Anna Akhmatova, Evgeniia Ginzburg, Natalia Baranskaia, Lidia Chukovskaia, Irina Ratushinskaia, Tatiana Tolstaia. Discussion, conversation, oral reports, papers. Prerequisite: 332b or permission of the instructor. {L/F} 4 credits

Alexander Woronzoff-Dashkoff

W 7:30–9:30 p.m.

Literature

126a Readings in 19th-Century Russian Literature

Topic for 1997–98: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky and Chekhov. In translation. {L} 4 credits

Alexander Woronzoff-Dashkoff

M W F 9–9:50 a.m.

[127b Readings in 20th-Century Russian Literature]

Topic: Literature and Revolution. The theme of revolution as a central concern of Soviet literature.

Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. {L} 4 credits

[235a Tolstoy]

In translation. {L} 4 credits

235b Dostoevsky

In translation. {L} 4 credits

Maria Banerjee

T Th 10:30–11:50 a.m.

[236b Russian Drama]

Study of the masterpieces of the Russian theater from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov and some recent works. In translation. {L} 4 credits

[237b The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*]

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century) and the age of romantic realism. In translation. {L} WI 4 credits

Maria Banerjee

239b Major Russian Writers

Topic for 1997–98: Women's Memoirs and Autobiographical Writings in Russia. A study of Russian culture, history and literature through outstanding examples of women's autobiographical writings from the 18th to the 20th century. Authors to include Catherine Dashkova (woman of letters), Nadezhda Durova ("cavalry maiden"), Sofia Kovalevskaja (mathematician), Marina Tsvetaeva (poet), Aleksandra Kollontai (radical feminist), Nadezhda Mandelshtam (thinker and writer). (E) {L} 4 credits

Alexander Woronzoff-Dashkoff

M W F 9–9:50 a.m.

[340a Seminar: Russian Thought]

Topic: The Question of Russian Identity: Slavophiles and Westernizers. Conducted in English. Prerequisites: two semesters of Russian history and two semesters of Russian literature and/or permission of the instructor. 4 credits

[346b Seminar: Pushkin and His Age]

Readings in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor. {L/F} 4 credits

Maria Banerjee

404a Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits

404b Special Studies

4 credits

408d Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. 8 credits

The Majors

Adviser for Study Abroad: Alexander Woronzoff-Dashkoff.

Russian Literature

Advisers: Members of the Department.

Basis: 220d, 126a and [127b].

Required courses: 331a and 332b and 338a or 338b and two of the following: [235a], 235b, [236b], [237b], 239b.

One required seminar: [340a], [346b], HST 340a, [REL 336b].

Strongly recommended: HST 239a, HST 240a.

Russian Civilization

Advisers: Members of the Department.

Basis: 220d.

Required courses: 331a and 332b and two of the following: 126a, [127b], [235a], 235b, [237b], 239b and three of the following: ECO 209b, GOV 222a, [HST 239a], HST 240a, [HST 247a], [REL 231b].

One required seminar: [340a], [346b], HST 340a, [REL 336b].

Strongly recommended: 338a or 338b.

Honors

Director: Maria Banerjee.

431a Thesis

8 credits

Russian Literature

Basis: same as for Russian literature major.

Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

Russian Civilization

Basis: same as for Russian civilization major.

Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.

Science Courses for Beginning Students

[Courses in brackets will not be offered during the current year.]

Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester). Chemistry and Physics offer basis courses for students with differing backgrounds. Hence, beginning students may choose between two sections of CHM 111a and between two sections of PHY 115a (and 116b). Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

AST 100a A Survey of the Universe
AST 101a Astronomy Laboratory
AST 111b Introduction to Astronomy

[BIO 100b Microbiology]
[BIO 104a Human Biology]
BIO 105b "Animals Without Backbones": Invertebrates and Human Society
BIO 111a Introduction to Biology
BIO 202a Horticulture
BIO 203a Horticulture Laboratory
BIO 204b Horticulture
BIO 205b Horticulture Laboratory

BIO 206a Conservation of Natural Resources

CHM 100b The World Around Us
CHM 111a Chemistry I: General Chemistry

CSC 101a Computer Literacy
CSC 101b Computer Literacy
CSC 111a Computer Science
CSC 111b Computer Science I

[GEO 105b Natural Disasters: Understanding and Coping]

GEO 108b Oceanography
GEO 109a The Environment
GEO 111a Introduction to Earth Processes and History
GEO 111b Introduction to Earth Processes and History

IDP 208a Women's Medical Issues

[PHY 105b Principles of Physics: Seven Ideas That Shook the Universe]
PHY 106b The Cosmic Onion: From Quantum World to the Universe

PHY 107a Musical Sound
PHY 115a General Physics
PHY 115b General Physics

PSY 111a Introduction to Psychology
PSY 111b Introduction to Psychology

Sociology

Professors

****Peter Isaac Rose, Ph.D.**
 Myron Peretz Glazer, Ph.D.
 Richard Fantasia, Ph.D., *Chair*

Associate Professor

Patricia Y. Miller, Ph.D.

Assistant Professors

Nancy Whittier, Ph.D.
 Marc Steinberg, Ph.D.

Lecturers

Rhonda Singer, M.A.
 Alice Julier, M.A.
 Maxim Kiselev
²Ronald Lembo

Mendenhall Fellow

Sandra Susan Smith, M.A.

[Courses in brackets will not be offered during the current year.]

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

101a Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format meeting. **{S}** 4 credits

Patricia Miller, Director

First semester:

Sec. 1: M W 1:10–2:30 p.m., *Patricia Miller*

Sec. 2: M W 2:40–4 p.m., *Patricia Miller*

Sec. 3: W F 3–4:20 p.m., *Maxim Kiselev*

Sec. 4: T Th 9–10:20 a.m., *Marc Steinberg*

Sec. 5: T Th 10:30–11:50 a.m., *Alice Julier*

Sec. 6: T Th 1–2:50 p.m., *Alice Julier*

101b Introduction to Sociology

A repetition of 101a. **{S}** 4 credits

Patricia Miller, Director

Sec. A: M W 1:10–2:30 p.m., *To be announced*

Sec. B: M W 2:40–4 p.m., *Rhonda Singer*

Sec. C: T Th 10:30–11:50 a.m., *Myron Glazer*

Sec. D: T Th 3–4:50 p.m., *Myron Glazer*

201a Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. **{M}** 4 credits

Nancy Whittier

T Th 3–4:50 p.m.; lab Th 7–9 p.m. or F 9–11 a.m.

202b Methods of Social Research

An introduction to the logic and methods of quantitative research, and a practicum designed to develop skill in survey design and techniques. Topics include questionnaire construction, sample design, data analysis, causation and explanatory research. Prerequisite: 201. **{S/M}** 4 credits

Patricia Miller

T Th 1–2:50 p.m.; lab Th 7–9 p.m.

203b Qualitative Methods

An introduction to qualitative methods and a practicum in the collection of interview material. The personal, ethical and political aspects of fieldwork and participant-observation will be emphasized. Prerequisite: 201. **{S}** 4 credits

Myron Glazer

W 1:10–4 p.m.

210a Deviant Behavior

An exploration of theories of deviance, research studies, and literature and film aimed at understanding origins of and responses to mental illness, drug abuse, rape and other crimes against women, white collar crime, corporate and governmental deviance, crime and juvenile delinquency, homosexuality and homophobia, and rebellion.

{S} 4 credits

Patricia Miller

T Th 1–2:50 p.m.

[211a Ethical Issues in Social Organizations]

An analysis of unethical practices and abuses of power in government, business and the professions. Whistle blowing, courageous behavior and reactions to authority. Selected topics: the military; the C.I.A.; the E.P.A.; the D.O.E.; and the nuclear-power, automobile and other industries. {S}

4 credits

212b Class and Society

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction and the place of race and gender in systems of social stratification. {S} 4 credits

Richard Fantasia

T Th 3–4:20 p.m.

213a Ethnic Minorities in America

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. {S} 4 credits

Peter Rose

T Th 10:30–11:50 a.m.

216b Social Movements

This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic, and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights and sexual identity movements. {S} 4 credits

Marc Steinberg

M W F 11 a.m.–12:10 p.m.

217b Work and Social Change

This course ranges across a variety of historical and cultural contexts and institutional settings to consider the social organization of workplaces, occupations and work practices. With particular attention to questions of authority, conflict and cooperation in the industrial and “post industrial” workplace, the course will examine such issues as the rise and transformation of the professions, the social dynamics of workplace technology, the changing ethnic and gender composition of occupations, the labor movement and the global organization of work. (E) {S} 4 credits

Richard Fantasia

M W 1:10–2:30 p.m.

218a Urban Sociology

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. {S} 4 credits

Richard Fantasia

T Th 10:30–11:50 a.m.

219a Medical Sociology

This course examines the social context of illness, disease and health and will focus on the rise of medical sociology in the American sociological enterprise, debate the position of sociologist as social physician, and overview the current state of medical sociology within the discipline. We will study the social forces and social categories that determine access to medical care, discuss the rise of the health care industry and its relationship to health care reform. Interactionist perspectives on health and well-being will be discussed. Emphasis will be placed on how social categories of race, gender, class and sexual preference affect illness, health care and medical choices. {S} 4 credits

Maxim Kiselev

W 7:20–9:30 p.m.

[220a Sociological Perspectives on Women and Work]

Major topics include labor force participation, recent changes in the meaning of work for women, women's role in two contexts: at home and in the world of work, interconnections between work and family, impact of mother's employment on the socialization of children and the division of labor in

the home, dual career families. To be offered once only. (E) {S} 4 credits

221b Sociology of Everyday Life

The purpose of this course is to make visible the means by which human society shapes, and is shaped by, the everyday social interactions of individuals. We will examine the relationship between the individual and society, largely drawing upon concepts utilized by the symbolic interactionist framework. A particular focus will be the emergent nature of meaning and social life. Topics will include the construction of the self, social roles, identity, problematic situations and social order, and the reproduction of social structures in everyday life. (E) {S} 4 credits

Rhonda Singer

M W F 11 a.m.–12:10 p.m.

224a Family and Society

This course examines the relationship between the ideals, perceptions and experiences of family life in American society and the larger, social historical context in which they occur. General topics will include the historical transformation of the family, the creation and maintenance of contemporary family structures, the social construction of family crisis and the future of the family. {S} 4 credits

Rhonda Singer

T Th 9–10:20 a.m.

229a Sex and Gender in American Society

An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including the economy, politics and the family. {S} 4 credits

Nancy Whittier

T Th 9–10:20 a.m.

230b Sociology of Food and Eating

The sociology of food and eating has emerged as a significant area of sociological research. Since many of our social interactions occur around the material acts of producing and consuming food, there are theoretical and methodological questions raised by the relationship of food to structures of inequality, the enactment of cultural symbols and the construction of social identities. Prerequisite: 101. (E) {S} 4 credits

Alice Julier

T Th 1–2:50 p.m.

249b AIDS and Society

This course will survey the social response to the AIDS epidemic in the United States. While HIV/AIDS is generally treated as a public health problem, a growing number of social scientists have become interested in the disease's social impact. Aspects of the disease to be covered include stigma and illness, the socially constructed bases of identity, social support and HIV disease, community responses to AIDS, AIDS education and prevention, and AIDS activism and social change. Enrollment limited to 75. (E) {S} 4 credits

To be announced

To be arranged

250a Theories of Society

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, Durkheim and early feminist and African-American theorists, with emphasis on their theories of the development, stratification, social structure, group conflicts and consequences of capitalism for modern industrial societies. Open to seniors, juniors and sophomores. {S} 4 credits

Marc Steinberg

M W 2:40–4 p.m. or T Th 1–2:50 p.m.

310a Seminar: The Sociology of Courageous Behavior: Gender, Community and the Individual

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity and courageous response. Case studies include the analysis of ordinary people and extraordinary evil, women's involvement in the anti-Apartheid struggle in South Africa, the oppressive Communist society in Czechoslovakia, resistance in concentration camps and ghettos and rescuers of Jews during the European Holocaust, the battle over admitting students with AIDS into the public schools in the U.S. Admission by permission of the instructor. {S} 4 credits

Myron Glazer

W 1:10–4 p.m.

311b Seminar: Contemporary Sociological Theory

A comparative analysis of the wide variety of paradigms in contemporary social theory. These examinations will be topic-based focusing on such issues as gender, race, power, class, self, post-

modernity, culture, social change, ideology and consciousness. Topics will be chosen in consultation with participants. Paradigms will include cultural and radical feminism, neo-marxism, post-structuralism, phenomenology, neo-functionalism, rational choice and other perspectives. Each unit will focus on how several such perspectives inform our understanding of the topic in question. Prerequisite: 250a or permission of the instructor.

{S} 4 credits

Marc Steinberg

Th 1–2:50 p.m.

[313a Seminar: America's People]

Topic: Race, Ethnicity and the Challenge of Pluralism. Focus on the sociology of cultural identity and intergroup relations in the U.S. in the early and late decades of the 20th century. **{S}** 4 credits

[316b Seminar: Protest, Rebellion and Collective Action]

Examination of historical and contemporary expressions of protest, rebellion and collective action with particular focus on their social bases, organizational dynamics, intended and unintended consequences. Various cultural, social-structural and social-psychological perspectives will be brought to bear on such phenomena as food riots, machine-breaking, strikes, student protests and collective actions in the civil rights struggle. Admission by permission of the instructor. **{S}** 4 credits

318a Seminar: The Sociology of Popular Culture

An examination of the social character of taste and the sociology of consumption, production, marketing and design of various popular cultural forms, including fashion, music, sports and theme parks. Sociological and interdisciplinary approaches will be employed to consider debates over the nature of "mass culture," the construction of cultural hierarchies, "Americanization" and the commoditization of culture, and the ways in which popular cultural forms are appropriated by various social groups and are transformed in the movement from local to global markets. (E) **{S}** 4 credits

Richard Fantasia

W 1:10–4 p.m.

320b Seminar: Mass Media as a Social Experience

This course will focus on the role that the mass media and new information technologies play in structuring the processes of meaning construction and cultural formation. We will examine sociological theories and evidence that consider the ways in which the individual's sense of self and identity, cultural practices and broader patterns of social life are shaped by the media and its technologies in contemporary consumer society. Emphasis will be placed on the specific conditions in which media imagery shapes the sense of self and commonsense understandings of the social world, and the ways in which media technologies generate emergent capabilities of self and cultural practices as they are handled in everyday life. Throughout the course, close attention will be paid to the forms of power that are deployed through the mass media and the ways in which power is deflected, opposed and transformed by individuals and social groups. Subject to the approval of the Committee on Academic Policy. (E) **{S}** 4 credits

Ronald Lembo

To be arranged

323b Seminar: Gender and Social Change

Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life, and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class and sexual orientation with gender, and the growth of a politics of identity. Case studies include feminist, lesbian and gay, right-wing, self-help, anti-abortion and pro-choice movements. **{S}** 4 credits

Nancy Whittier

T 1–2:50 p.m.

[PPL 353a Seminar: U.S. Immigration and Refugee Policy]

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum,

nativistic movements, immigration laws, mutual assistance and legal aid. Focus on experiences of particular ethnic groups. Admission by permission of the instructor. 4 credits

General Courses

404a Special Studies

By permission of the department, for junior and senior majors. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major in Sociology

Advisers: Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Adviser for Study Abroad: Richard Fantasia.

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—either 310, 311, 313, 318, 323. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit. Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203 or 250 on a pass/fail basis.

The Major in Sociology and Anthropology

Advisers: Ravina Aggarwal, Richard Fantasia, Elliot Fratkan, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Apffel Marglin, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program, one in the anthropology program.

Basis: SOC 101 and ANT 130 or ANT 131.

Requirements: 10 semester courses above the basis. SOC 201, SOC 250, ANT 330, a seminar in

sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology. Normally, majors may not take SOC 201 or SOC 250 on a pass/fail basis.

The Minor in Sociology

Advisers: Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Basis: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Director: Marc Steinberg.

Basis: same as for the major.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

580a Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits

580b Special Studies

4 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

4 or 8 credits

Spanish and Portuguese

Professor

Charles Cutler, Ph.D.

Associate Professors

Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Women's Studies), *Chair*

†Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies)

Assistant Professors

†Angeles J. Placer, Ph.D.

María Estela Harretche, Ph.D.

†Reyes Lázaro, Ph.D.

Eric Graf, Ph.D.

Instructors

Silvia Berger, M.A.

Ana López-Sánchez, M.A.

Eyda Merediz, M.A.

Lecturers

Nicomedes Suárez Araúz, Ph.D.

Michelle Joffroy, M.A.

¹Clara Mora, M.F.A.

Phoebe Ann Porter, Ph.D.

[Courses in brackets will not be offered during the current year.]

The department has three abbreviations for three broad areas of study: POR (Portuguese-speaking world), SPN (Spanish language and the literature of Spain) and SLL (the literature of Spanish America).

It is expected that courses shown in brackets without a future offering date will be taught within the next three years.

All courses are taught in Spanish or Portuguese unless otherwise indicated.

Those intending to spend a junior year or semester abroad in a Spanish- or Portuguese-speaking country should consult the advisers for study abroad.

Portuguese Language and Literature

Credit is not granted for the first semester only of a year-long language course.

POR 100d Elementary Portuguese

A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and

acquisition of reading and writing skills. Second semester will include reading and discussion of short texts by modern writers of the Portuguese-speaking world: Brazil, Portugal, Angola, Mozambique, Cabo Verde. {F} 8 credits

Charles Cutler

M W F 11 a.m.–12:10 p.m.

POR 200a Intermediate Portuguese

Comprehensive grammar review and additional practice in speaking, writing and oral comprehension. Study of short prose, drama, essay, poetry, music and film of the Portuguese-speaking world. Prerequisite: 100d or permission of the instructor.

{F} 4 credits

Charles Cutler

M W F 10–10:50 a.m.

[POR 210b Literature and Culture in the Portuguese-Speaking World: Brazil in Music, Film and Literature]

Musical styles cover Samba/Carnival, Bossa Nova, Tropicalia and musics of the Northeast; poet-songwriters such as João Gilberto, Jobim, Chico Buarque, Milton Nascimento, Gilberto Gil, Caetano Veloso and Elis Regina. Cinema Novo films by

Nelson Pereira dos Santos, Glauber Rocha, Joaquim Pedro de Andrade, Carlos Diegues and Susana Amaral. Novels by Machado de Assis, Jorge Amado and Clarice Lispector. Conducted in English. **{L/A}** 4 credits

POR 220b Literary Currents in the Portuguese-Speaking World

A study of major literary figures of the modern period from Brazil, Portugal and Portuguese-speaking Africa. Authors include Machado de Assis (Brazil), Fernando Pessoa (Portugal), Drummond de Andrade (Brazil), Clarice Lispector (Brazil), Luandino Vieira (Angola), Luis Bernardo Honwana (Mozambique), Mia Couto (Mozambique), the "Três Marias" (Portugal) and José Saramago (Portugal). Conducted in Portuguese. Prerequisite: POR 100d or its equivalent.

{L/F} 4 credits

Charles Cutler

M W F 10–10:50 a.m.

POR 221b Literary Currents in the Portuguese-Speaking World]

A continuation of POR 220a. **{L/F}** 4 credits

Charles Cutler

Spanish Language

Credit is not granted for the first semester only of a year-long language course.

Note: Maximum enrollment in all language course sections is 18 students unless otherwise indicated.

SPN 112d Accelerated Elementary Spanish

An accelerated introduction to Spanish based on the telecourse *Destinos*. Five contact hours (three regular class hours and two discussion hours) plus lab work at the Center for Foreign Languages and Cultures (CFLAC). Students completing this course will be prepared to go on to intermediate courses SPN 200 and SPN 220. Priority will be given to first- and second-year students. When registering for this course, students must choose a discussion section. **{F}** 12 credits

Nicomedes Suárez Araúz, Director

Lec.: Sec. 1: *To be announced* (first semester);

Eric Graf (second semester), M W F 8–8:50 a.m.

Sec. 2: *Ana López-Sánchez*, M W F 9–9:50 a.m.

Sec. 3: *Michelle Joffroy*, M W F 10–10:50 a.m.

Sec. 4: *Nicomedes Suárez-Araúz*, M W F 11 a.m.–12:10 p.m.

Sec. 5: *María Estela Harretche* (first semester); *Ana López-Sánchez* (second semester), M W F 1:10–2 p.m.

Dis.: T Th 8–8:50 a.m., T Th 9–9:50 a.m., T Th 10:30–11:20 a.m., T Th 1–1:50 p.m., T Th 2–2:50 p.m.

SPN 120a Intermediate Spanish

Review of grammar and reading of modern prose. Prerequisite: an elementary course in Spanish; not open to students from SPN 112d except with permission of the instructor. **{F}** 4 credits

Ana López-Sánchez, Director

Sec. 1: *Silvia Berger*, M W F 9–9:50 a.m., Th 8–8:50 a.m.

Sec. 2: *To be announced*, M W F 11 a.m.–12:10 p.m.

SPN 120b Intermediate Spanish

A repetition of 120a. Prerequisite: an elementary course in Spanish; not open to students from SPN 112d except with permission of the instructor. **{F}** 4 credits

Ana López-Sánchez, Director

Sec. 1: *To be announced*, M W F 9–9:50 a.m., Th 8–8:50 a.m.

Sec. 2: *To be announced*, M W F 10–10:50 a.m., Th 4–4:50 p.m.

SPN 200a Grammar, Composition and Reading

Comprehensive grammar review through practice in writing and class discussion. Discussion, compositions and oral reports based on Spanish and Latin American literary texts. Prerequisite: SPN 112d, 120 or the equivalent. **{F}** 4 credits

María Estela Harretche, Director

Sec. 1: *Michelle Joffroy*, M W F 9–9:50 a.m., Th 8–8:50 a.m.

Sec. 2: *Ana López-Sánchez*, M W F 10–10:50 a.m., Th 4–4:50 p.m.

Sec. 3: *Ana López-Sánchez*, M W F 11 a.m.–12:10 p.m.

SPN 200b Grammar, Composition and Reading

A repetition of 200a. Prerequisite: SPN 112d, 120 or the equivalent. {F} 4 credits

Sec. 1: *Michelle Joffroy*, M W F 9–9:50 a.m., Th 8–8:50 a.m.

Sec. 2: *Silvia Berger*, M W F 11 a.m.–12:10 p.m.

SPN 220a Intermediate Conversation and Composition

Intensive oral and written work on cultural topics and issues related to the Spanish-speaking world. Special emphasis on development of comprehension skills and pronunciation through the use of interactive video and computer-assisted instruction. Students are required to spend at least one hour per week in CFLAC. Prerequisite: SPN 112d, 120 or the equivalent. {F} 4 credits

Sec. 1: *Phoebe Ann Porter*, M W F 9–9:50 a.m., Th 8–8:50 a.m.

Sec. 2: *Silvia Berger*, M W F 10–10:50 a.m., Th 4–4:50 p.m.

SPN 220b Intermediate Conversation and Composition

A repetition of 220a. Prerequisite: SPN 112d, 120 or the equivalent. {F} 4 credits

Nancy Saporta Sternbach

M W F 9–9:50 a.m.

SPN 222a Advanced Composition

A course intended to develop writing skills with emphasis on the practice of various types of writing: formal letter writing; description, narration and analysis of events; analysis of literary texts; research paper writing. It includes a general grammar review as an integral part of the process of composition. Prerequisite: sufficient proficiency in Spanish. Enrollment limited to 15. {F} 4 credits

Nicomedes Suárez-Araúz

M W F 10–10:50 a.m., Th 4–4:50 p.m.

SPN 222b Advanced Composition

A repetition of 222a. Prerequisite: sufficient proficiency in Spanish. Enrollment limited to 15. {F} 4 credits

Ana López-Sánchez

M W F 11 a.m.–12:10 p.m., Th 4–4:50 p.m.

Spanish Literature

Prerequisite for the following courses is SPN 200 or above.

SPN 214a The Cultures of Spain

Topic for 1997–98: Legends and Realities of Andalucía. *Carmen*. Flamenco. Bullfights. Gypsies. From Romantic writers to contemporary tourism, Spain has been represented internationally by these powerful images. This course explores the roots of these well-known stereotypes in the culture of Andalucía in Southern Spain. Guest lecturers, films and videos supplement readings in Spanish and English. Open to students who have previously taken SPP 214. {L/F} 4 credits

Clara Mora

M W F 10–10:50 a.m.

SPN 250a Medieval and Early Modern Castilian Literature

An introduction to major Spanish texts from the medieval period to the Golden Age. Students will read a selection of poetry, prose and drama that coincides with the rise of Castilian culture from a tribe on the margins of Europe and Islam to the first modern nation state. We will focus on questions of national identity, race, class and gender and assess the contradictions of early modern Peninsular Catholicism as making a fundamental contribution to the modern self-critical act. Readings will include: the *Poema de mio Cid*, the *Libro de Apolonio*, *Cárcel de amor*, *La Celestina*, *El Lazarillo*, *novelas* and *comedias* by Cervantes and Lope, the *Romancero*, *serranillas* by the Marqués de Santillana and Juan Ruiz and a selection of Golden Age sonnets. {L/F} 4 credits

Eric Graf

M W F 11 a.m.–12:10 p.m.

SPN 251b Modern Castilian Literature: From Romanticism and Realism to Postmodernism

An introduction to major Spanish authors from the late 18th century to the present. Students will read a selection of poetry, prose and drama exemplary of the periods of romanticism, realism, modernism and postmodernism. We will focus on questions of genre, authorial anxiety and self-fashioning, national deconstruction and gender politics,

paying particular attention to the political dilemmas of this century. Readings will include novels by Galdós, Cela, Goytisolo and Ortiz; short stories by Cadalso, Bécquer, Salinas and Matute; plays by Lorca and Arrabal; and the poetry of the *modernistas*, the *generación del 1927* and their successors. {L/F} 4 credits

Phoebe Ann Porter

M W F 11 a.m.–12:10 p.m.

SLL 265b Topics in Latin American and Peninsular Literature

Topic for 1997–98: History of the Short Narrative. See Latin American Literature for description.

{L/F} 4 credits

Eric Graf

M W F 1–2:10 p.m.

Latin American Literature

Prerequisite for the following courses is SPN 200 or above.

THE 141b Acting I

Section 1: Performing Text: “Spanish Language from Page to Stage.” Focuses on texts by the seminal Mexican author Juan Rulfo in Spanish and in translation, utilizing performance strategies to deepen understanding of the text and enhance foreign language skill. Students develop and stage an interlingual production based on stories in *El Llano en Llamas*. Comparative analysis of texts, research into the historical and cultural contexts of Rulfo’s work and application of actor-training methodologies bring stories from page to stage for a final public performance. Prerequisites: SPN 200 or equivalent. No previous acting experience required. Enrollment limited to 18. {L/A/F} 4 credits

María Estela Harretche, Ellen Kaplan (Theatre)

T Th 10:30–11:50 a.m.

SLL 260a Survey of Latin American Literature I

A historical perspective of Latin American literature as an expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. {L/F} 4 credits

To be announced

M W F 2:40–4 p.m.

SLL 261b Survey of Latin American Literature II

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include literary periods and movements as ideological constructs, and the Latin American adaptation of European models. {L/F} 4 credits

Nicomedes Suárez-Araúz

M W F 2:40–4 p.m.

SLL 265a Topics in Latin American Literature

Topic for 1997–98: “The Bronze Screen”: Latinas/os in Film and Literature. This course examines the representation of Latinas/os in contemporary film contrasted with contemporary Latina/o literature. One of our efforts will be to learn to cast a critical eye on those enterprises and the stereotypes portrayed in them and to articulate those experiences in written work. We will examine the special circumstances of each of the three main Latino groups, as well as contrast the dominant culture’s portrayal of Latinas/os with their own self-representation both in literature and film.

Questions of ethnicity, class, political participation, privilege and gender will also inform our readings and viewings. Class discussions will be in English, but bilingualism will be encouraged throughout the course. {L} 4 credits

Nancy Saporta Sternbach

T Th 9–10:30 a.m.; screening times M 7:30 p.m. and to be arranged

SLL 265b Topics in Latin American and Peninsular Literature

Topic for 1997–98: History of the Short Narrative. A story-per-class approach to the *cuento* accompanied by a variety of critical stances. We will trace the historical evolution of short narrative from the early Castilian versions of Arabic fables to be found in Alfonso X’s *Calila e Digna* and Juan Manuel’s *El conde Lucanor*. Readings will also include Timoneda and Cervantes from the Renaissance; the modern Peninsular classics of Romanticism (Bécquer), Realism (Galdós and Pardo Bazán), and Modernism and Neo-realism (Unamuno, Salinas and Matute); and an in-depth survey of the triumphant Latin Americans who

have once again placed the genre at the center of literature (Echeverría, Palma, Quiroga, Borges, Cortázar, Rulfo, Luis González, García Márquez, Abreu Adorno and Valenzuela). Students will have the option of composing an original short story to supplement their final grade. **{L/F}** 4 credits

Eric Graf

M W F 1–2:10 p.m.

CLT 268b Latina and Latin American Women Writers

This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, "race," class, sexuality and political consciousness are analyzed in light of the writers' coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Sheila Ortiz Taylor and many others are included in readings that range from poetry and fiction to essay and theater. Knowledge of Spanish is not required, but will be useful. First-year students must have the permission of the instructor. **{L}** 4 credits

Nancy Sternbach

M W F 11 a.m.–12:10 p.m.

Upper Division Courses in Spanish Literature

Prerequisite for the following courses is SPN 250a or 251b or permission of the instructor. A student may repeat a course when the topic is different.

Medieval Literature

[SPN 330b The Epic Tradition: Poems, Chronicles and Ballads]

A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*. **{L/F}** 4 credits

[SPN 331a The Structure of the Spanish Middle Ages in Literature]

The legacy of the Moorish, Jewish and Christian traditions. **{L/F}** 4 credits

[SPN 332a Love and Desire in Medieval Literature]

A study of medieval and pre-Renaissance texts dealing with the nature and depiction of love. **{L/F}** 4 credits

Renaissance Literature

SPN 340a Cervantes: The Birth of the Modern Novel

A detailed reading and discussion of Cervantes' first play, *La Numancia*; his lascivious *Sonnet 177*, part one of the so-called first modern novel *El ingenioso hidalgo don Quixote de la Mancha*, several of the *Novelas ejemplares* and the major criticism surrounding each of these texts. Special attention will be given to the philosophical, political and aesthetic trajectories of Cervantes' literary production. By historicizing the social intentions of the Cervantine discourse and by considering its intertextuality with works by other 16th-century artists such as theologian Desiderius Erasmus, the poet Garcilaso de la Vega and the painter El Greco, we will attempt to understand Cervantes' role in the epistemological transmutation of medieval or Ptolemaic organicism into the modern critiques of subjectivity and the state. **{L/F}** 4 credits

Eric Graf

M W F 1–2:10 p.m.

[SPN 344b Ideological Framework of the Imperial Age]

An analysis of the main currents of thought in 16th-century Spain and their influence on life and literature against the background of the Spanish Inquisition. **{L/F}** 4 credits

[SPN 345b Renaissance and Baroque Prose]

Focus on short fiction, including the Moorish novella, Cervantes' exemplary novels and works by Lope de Vega, Quevedo, Zayas and Vélez de Guevara. **{L/F}** 4 credits

SPN 347b Golden Age Drama

Extensive reading and discussion of plays by Encina, Cervantes, Lope de Vega, Tirso de Molina, Alarcón and Calderón in relation to the literary, social and religious thought of the day. **{L/F}** 4 credits

María Estela Harretche

T Th 1–2:50 p.m.

Modern Literature

[SPN 360b 19th-Century Literature in the Context of Cultural History: From Romanticism to Realism]

A study of the literature of the 19th century as an interplay between artistic expression and underlying sets of values, social and political developments, and ideological conflicts. {L/F} 4 credits

[SPN 362b Galdós]

A study of the conflict between the individual and society in late 19th-century Spain through the novels of Benito Pérez Galdós. Readings include: *La desheredada*, *El amigo Manso*, *Fortunata y Jacinta*. {L/F} 4 credits

[SPN 363a Contemporary Women Novelists of Spain]

A study of women and literature in contemporary Spain. Topics include the questioning of traditional values and institutions, the desire for independence from rigid female roles, women's struggle against an oppressive system through literary satire and denunciation, the search for a female identity, and the growing feminist consciousness of the contemporary Spanish woman. Readings of Laforet, Martín Gaité, Moix, Tusquets, Mintesi, Roig and Montero. {L/F} 4 credits

[SPN 364b Tradition and Dissent: The Generation of 1898]

Turn-of-the-century Spain, like any former colonial empire at its downfall, had to reinvent itself as a nation. New kinds of critical writers appeared who challenged Spanish traditions and conditions, such as militarism, repressive religiosity, conservatism, fatalistic attitudes and sexual prudery. They also questioned national myths, such as those of Don Juan and Don Quixote, and their effects on Spanish identity. Their works are essential for an understanding of modern Spain. {L/F} 4 credits

[SPN 365a Spanish Post-War Novel]

An examination of the transformations in Spanish society from the end of the Civil War (1939) to the nineties. Readings include novels and short stories by writers who lived during Franco's dictatorship either in Spain (Cela, Sánchez Ferlosio, Martín Gaité) or in exile (Andújar, Ayala, Sender, Chacel,

Rodoreda), as well as writers who focused on the post-Franco era (Montero, Atxaga, Muñoz Molina, Roig, Marías, Vázquez, Montalbán). {L/F} 4 credits

SPN 366a The Heritage of Modernism: 20th-Century Spanish Poetry

A detailed reading and discussion of Juan Ramón Jiménez's poetic works in *Estío*, *Diario de un poeta y el mar* and the long prose poem *Espacio*, written in Florida during his exile. The selected poetic texts together with excerpts from the criticism will help us to understand the importance of the magnificent work of this poet. We will pay close attention to the cultural, political and aesthetic changes in Juan Ramón Jiménez's literary work. By examining the poetic intentions of Jiménez's discourse and by analyzing its intertextuality with works by younger poets such as those of the poetic group of 1927 (Alberti, Cernuda, Diego, Guillén, Lorca, Salinas), we will study the role of this poet in the evolution of the new poetry, its metamorphosis from Modernism to the European avant-garde influence up to its culmination on the eve of the Spanish Civil War. {L/F} 4 credits

Maria Estela Harretche

M W F 11 a.m.—12:10 p.m.

Upper Division Courses in Latin American Literature

A study of Latin American literature through one of four focuses: genre, region, themes or literary movements. In all four, emphasis will be placed on close reading, contextualization and appropriate ideological or literary issues.

Prerequisite for the following courses is SLL 260a or 261b or permission of the instructor. A student may repeat a course when the topic is different.

SLL 370b Literary Genres in the Latin American Novel

Topic for Spring 1998: (Dis)locations of Culture in the Contemporary Latin American Novel, 1967–97. This course explores the interrelation between cultural, sociopolitical and aesthetic issues in the discourses of contemporary Latin American nov-

els. Emphasis will be placed on the problematics of "locating culture" from a variety of literary and critical perspectives. Readings may include novels by Luis Spota, Martha Robles, Carmen Boullosa (Mexico), Reinaldo Arenas (Cuba), Cristina Peri Rossi (Uruguay), Ricardo Piglia, Luisa Peluffo (Argentina), Diamela Eltit (Chile). Brief critical articles by Carlos Monsivais, Iris Zavala and Homi K. Bhabha will also be included. **{L/F}** 4 credits
Michelle Joffroy
 M W F 11 a.m.–12:10 p.m.

SLL 371a Latin American Literature in a Regional Context

Topic for Fall 1997: Central American Literature. This course examines the evolution of 20th-century Central American literature in differing literary dimensions: poetry, narrative, testimonial, essay and song. We will begin the course with some earlier literary manifestations such as excerpts from the *Popol Vuh* and Fray Bartolomé de las Casas. Topics to be discussed are dictatorship and literary resistance, the multiple roles of the Central American intellectual, race, gender and national identity. Other writers include Asturias, Cardenal, Alegria, Darío, Dalton, Belli, Menchú, Zamora and Cabezas. **{L/F}** 4 credits
Nancy Saporta Sternbach
 T Th 1–2:20 p.m.

[SLL 372a Themes in Latin American Literature]

Topic for 1998–99: To be announced. **{L/F}** 4 credits

[SLL 373b Literary Movements in Spanish America]

Topic for 1998–99: To be announced. **{L/F}** 4 credits

SPP 404a Special Studies in Peninsular and Latin American Literatures

By permission of the department, for senior majors and honors students. 4 credits

SPP 404b Special Studies in Peninsular and Latin American Literatures

By permission of the department, for senior majors and honors students. 4 credits

The Majors

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300a is strongly recommended.

The S/U grading option is not allowed for courses counting toward the majors.

Courses at the 300 level that are the basis for the majors are normally to be taken at Smith College.

Adviser for the Spanish Major: Eric Graf.

Adviser for the Latin American Literature Major: Nancy Saporta Sternbach.

Adviser for the Portuguese-Brazilian Major: Charles Cutler.

Adviser for Study Abroad: María Estela Harretche.

Peninsular Spanish Literature Major

Requirements: nine semester courses. Two basis courses (250/251) plus seven other semester courses. Out of the seven, three should be 300-level courses in Peninsular Literature, and four others related to the literatures and cultures of the Spanish- and Portuguese-speaking world. Of the four, two can be language courses (above 120 including Portuguese) and one can be in English.

Latin American Literature Major

Requirements: nine semester courses. Two basis courses (260/261) plus seven other semester courses. Out of the seven, three should be 300-level courses in Latin American Literature and four others related to the literatures and cultures of the Spanish- and Portuguese-speaking world. Of the four, two can be language courses (above 120 and including Portuguese) and one can be in English.

Latin American Area Studies Major

For students interested not only in literature, but in such fields as anthropology, economics, government and history. See Interdepartmental Major and Minor in Latin American Studies.

Portuguese-Brazilian Studies Major

Requirements: POR 100d, POR 200 and either POR 220 or POR 221. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300 level. Courses to be selected from literature and language, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

The Minors

Advisers: Same as listed for the majors.

Spanish Minor

Requirements: Five semester courses in Spanish above the 100 level. A maximum of two can be language courses.

Latin American Area Studies Minor

See Interdepartmental Major and Minor in Latin American Studies.

Portuguese-Brazilian Studies Minor

Requirements: POR 100d, POR 200 and either POR 220 or POR 221. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300 level. Courses to be selected from literature, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

Honors

Director for Spanish Literature: María Estela Harretché.

Director for Latin American Literature: Nancy Saporta Sternbach.

430d Thesis
8 credits

431a Thesis
8 credits

Spanish Literature

Requirements: Same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the thesis.

Latin American Literature

Requirements: Same as those of the Latin American Literature major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

Theatre

Professors

Leonard Berkman, D.F.A.
Catherine H. Smith, M.F.A.

Associate Professors

John D. Hellweg, Ph.D.
Andrea Hairston, M.A., *Chair*
Ellen Kaplan, M.F.A.

Assistant Professors

Susan Clark, Ph.D.

†Nancy Schertler, B.A.
Phillip Baldwin, M.F.A.

Lecturers

Paul Zimet
Patricia Gonzales
Lori Dawson, M.F.A.

Research Associate

Martha Richards

[Courses in brackets will not be offered during the current year.]

[100a The Art of Theatre Design]

An introduction to the elements of scenic, costume, lighting and sound design and an exploration of their relationship to other theatre production elements and the visual arts. The class will attend local productions. Especially designed for those with a limited background in theatre, it will involve class discussion, participation and projects as appropriate to the topic. Open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 15. **{A}** 4 credits

Catherine Smith

[100b The Art of Theatre Design]

A repetition of 100a. 4 credits

198a Theatre and Society: Prehistory to the Renaissance

Sex, religion, gender and politics in the theatre: a cross-cultural survey of theatre as a reflection of the values of its audience. The theatres of Ancient Greece and Rome, India, Japan and Elizabethan England will be examined within their cultures. Similarities and differences between theatrical representations will be emphasized. Students will be encouraged to examine the influence that each of these theatres has had on contemporary drama. The course will serve as a foundation to further

study. **{L/H/A}** 4 credits

Susan Clark

T Th 10:30–11:50 a.m.

199b Theatre and Society: Renaissance to the Birth of Modern Drama

A cross-cultural survey of theatre, beginning with Japanese Kabuki drama, through Commedia, 17th-century Neoclassicism, romanticism and melodrama to the development of realism and anti-realistic dramas. Special emphasis will be given to the representation of gender on stage, including cross-dressing and the emergence of women as performers. Movements in theatre will be considered in relation to their societies and as influences on modern theatre practice. Recommended background: THE 198. **{L/H/A}** 4 credits

Susan Clark

T Th 10:30–11:50 a.m.

A. History, Literature, Criticism

[211b European Drama: From *Commedia* to *Chekhov*]

Exploration of innovation and change in the European theatre from the Renaissance to the early 20th century. Representative work from 1513 to

1904 will be considered historically and analytically with reference to dramatic theory, comparative symbology, native dramatic traditions and the creation of an international repertoire. Playwrights to be considered include Gozzi, Goldoni, Shakespeare, Tirso de Molina, Lope de Vega, Calderón de la Barca, Molière, Racine, Schiller, Büchner, Ibsen and Chekhov. Through readings, presentations and films, the course places major dramas of the era in their social and theatrical contexts. **{L/H/A}** 4 credits

[213b American Theatre and Drama]

A thematic survey extending from the beginning of colonial theatre to contemporary theatre. Plays, popular entertainments and stage personnel will be studied in relationship to the political, social and cultural environment of the United States. Particular attention will be paid to the inclusion and/or exclusion of American Indians, African Americans, women and homosexuals in the theatre and in society. The major question to be explored is whether or not the theatre, in the process of defining itself as "American," truly reflects the "melting pot" of America. **{L/H/A}** 4 credits

214a Black Theatre

A study of the Black experience as it has found expression in the theatre. Emphasis on the Black playwrights, performers and theatres of the 1950s to the 1990s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American studies offerings. Attendance required at selected performances. **{L/H/A}** 4 credits

Andrea Hairston

T Th 10:30–11:50 a.m.

217a Modern European Drama

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. **{L/H/A}** 4 credits

Leonard Berkman

T Th 9–10:20 a.m.

218b Modern European Drama

Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Friel, Page and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.

{L/H/A} 4 credits

Leonard Berkman

T Th 9–10:20 a.m.

The following advanced courses in history, literature and criticism have limited enrollments as indicated.

300a Women in Theatre

Ranging from the early political plays of Mercy Otis Warren to the art of contemporary actor/writers, the course will chart the critical role that women playwrights, actors and directors have played in shaping the themes, structures and reception of theatre in America. Issues of equality, sexuality and ethnicity, both on the stage and in the social and political context of the United States, will be central. Course materials will include scripts, diaries, films, reviews and popular entertainments. Permission of the instructor is required. **{L/H/A}** 4 credits

Susan Clark

T Th 9–10:20 a.m.

[313a Masters and Movements in Drama]

{L/A} 4 credits

313b Masters and Movements in Drama

4 credits

Section 1: Contemporary Latino and Latin American Writers North and South of the Border

During the 20th century, theatre in Latin America has been confrontational and controversial. Some plays reflect internal turmoil, others propose a new historical version of events, and yet others dwell on the absurd. In the United States, Latino plays have also confronted mainstream North American traditions and ideologies, foregrounding issues of identity, migration, oppression and dis-

placement. The course will address topics crucial to both sides of the border, drawing parallels and identifying similarities and differences. Playwrights to be studied include Gambaro, Carballido, Buenaventura, Díaz, Dragún, Wolff, Boal, Prida, Montes Huidobro, Fornes, Sanchez-Scott, Moraga and others. Readings will be in English or English translations. **{H/A}**

Patricia Gonzales

M W 1:10–2:30 p.m.

Section 2: History Into Drama/Documentary Theatre

Working with the documentary theatre techniques of Rena Down, students will adapt primary historical source material (such as oral histories, trial transcripts, letters and diaries, newspaper articles) into short dramatic pieces. The course will focus on Sojourner Truth and her involvement with the utopian community, the Northampton Association for Education and Industry. A Five College play festival based on the work in this course will be presented at Commencement. The course is open to directors, performers, play researchers and designers. **{H/A}**

Susan Clark and Andrea Hairston

To be arranged

[315b Colloquium: African and Caribbean Theatre]

A survey of the major developments in African and Caribbean Theatre from the 1950s to the present. Using playscripts, films and critical writings, we will investigate the aesthetics, the spirit and the context of such authors as Aimee Cesaire, Derek Wallcott, Efua Sutherland, Wole Soyinka, John Kani, Winston Ntshona, Mbongeni Ngema and Percy Mtwa. Historical precedents such as Yoruba Opera, related artistic expression such as Ballet Africain and Carnival, and performance theory will also be considered. Offered in alternate years. Enrollment limited to 20. Attendance required at selected performances. **{L/H/A}** 4 credits

Andrea Hairston

316a Contemporary Canadian Drama

Michel Tremblay and contemporary Canadian playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/

personal developments and issues of gender, class, and racial, cultural and sexual identity in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include Gratien Gelinas, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, Rene Daniel DuBois, Margaret Hollingsworth and Sharon Pollock. **{L/A}** 4 credits

Leonard Berkman

T Th 10:30–11:50 a.m.

317a Movements in Design

Topic for 1997–98: Masks, Makeup and Transformations. An exploration of the personal and social transformations implied in concealing or changing appearance in order to reveal another identity. We will explore various traditions of makeup and masks in ritual, dance and theatre and the techniques used to reproduce them on stage. Taught in conjunction with THE 141a, Section II, the class will design and make masks for use in a performance. Required background: a course or its equivalent in acting and/or design. Permission of the instructor is required. **{A}** 4 credits

Catherine Smith

M W F 10 a.m.–noon

318b Movements in Design

Topic for 1997–98: Costume Design for the Dance. An exploration of forms of costume in Western and non-Western dance with an examination of the effects and influence of costume on dance. The class will attend local performances and, in conjunction with a choreography class, design costumes for a dance. Recommended background: performance—either dance or acting—and/or costume design. Permission of the instructor is required. **{A}** 4 credits

Catherine Smith

M W F 10–10:50 a.m.

REL 373a Colloquium: Religion and Theatre in Southeast Asia

An introductory exploration of oral and written texts, performance traditions, religious buildings and liturgies prevalent in selected cultures of Southeast Asia. Ancestors, shamans, shadow puppets, trance, the *dalang*, masked dance performances, stupas, temples and indigenous assimila-

tions of the *Mababbarata*, *Ramayana* and lives of the Buddha will be examined. Students will explore specific performance styles along with independent research. Enrollment limited to juniors and seniors. Permission of the instructors is required. **{A}** 4 credits

John Hellweg and Dennis Hudson (Religion)

T Th 3–4:50 p.m.

B. Theory and Performance

In the following section: “L” indicates that enrollment is limited; “P” indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

141a Acting I

Section 1: Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. L and P. Enrollment limited to 18. Four class hours. **{A}** 4 credits

John Hellweg

T Th 1–2:50 p.m.

Section 2: Mask and Movement

Basic acting work, with a focus on explorations in the integration of movement, sound and text. In conjunction with THE 317a (Mask and Makeup), we will explore character development, performance strategies and interpretive choices through physical expressiveness of the actor. Fundamentals of the craft of acting, including relaxation, concentration, observation and sensory work, and truthful response to imaginary stimuli. Enrollment limited to 18. **{A}** 4 credits

Ellen Kaplan

M W F 10 a.m.–noon

141b Acting I

Section 1: Performing Text: “Spanish Language from Page to Stage”

Focuses on texts by the seminal Mexican author Juan Rulfo in Spanish and in translation, utilizing performance strategies to deepen understanding of the text and enhance foreign language skill.

Students develop and stage an interlingual production based on stories in *El Llano en Llamas*. Com-

parative analysis of texts, research into the historical and cultural contexts of Rulfo’s work and application of actor-training methodologies bring stories from page to stage for a final public performance. Prerequisites: SPN 200 or equivalent. No previous acting experience required. Enrollment limited to 18. **{L/A/F}** 4 credits

Ellen Kaplan, Maria Estela Harretche (Spanish and Portuguese)

T Th 10:30–11:50 a.m.

Section 2: A repetition of 141a, Section 1

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. L and P. Enrollment limited to 18. Four class hours. **{A}** 4 credits

Paul Zimet

M W 10 a.m.–12:10 p.m.

151a Stagecraft

A study of the construction of scenery and props for the stage. The fundamental theories, methods and techniques of translating the design to the physical stage. Two hours of shop time required weekly in addition to class and lab time. L and P. Enrollment limited to 25. **{A}** 4 credits

Phillip Baldwin

M W 10 a.m.–12:10 p.m.

[151b Stagecraft]

A repetition of 151a. Enrollment limited to 25. **{A}** 4 credits

Phillip Baldwin

200a Theatre Production

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, September 8, 1997, at 4:15 p.m. Attendance is mandatory. 1 credit

Members of the Department

200b Theatre Production

A repetition of 200a. There will be one general meeting on Monday, February 2, 1998, at 4:15 p.m. in the Green Room, Theatre Building. Attendance is mandatory. 1 credit
Members of the Department

[242a Acting II]

Prerequisite: 141a or b. L and P. Enrollment limited to 16. {A} 4 credits

242b Acting II

Section I: Ensemble acting from a range of theatrical perspectives such as practiced by the Open Theatre, the Talking Band, Anne Bogart and Otra Banda. {A} 4 credits

Paul Zimet

M W 1:10–2:30 p.m.

Section II: Acting Styles: Voice and Text

This class examines texts which offer heightened language and unfamiliar cultural and historical contexts. Classical Greek, Shakespearean, non-Western and contemporary non-realist texts are explored. Students connect vocal and physical investigation with research, analysis and intensive writing. Prerequisite: 141a or b. L and P. Enrollment limited to 16. {A} 4 credits

Ellen Kaplan

T Th 1–2:50 p.m.

252a Scene Design I

Study of the historical and contemporary contribution of space and environment to the creation of the world of the play and to the theatre experience as a whole, with emphasis on the theory and creative process of design and skills for design communication. Enrollment limited to 14. {A} 4 credits

Phillip Baldwin

M W 1:10–3:30 p.m.; lab to be arranged

252b Scene Design I

A repetition of 252a. Enrollment limited to 14. {A} 4 credits

Phillip Baldwin

M W 1:10–3:30 p.m.; lab to be arranged

253a Lighting Design I

The exploration of the role of light in the composi-

tion of the visual frame and as a medium for expression in both theatre and dance. Production work is required. Enrollment limited to 12. {A} 4 credits

Lori Dawson

M W F 11 a.m.–12:10 p.m.; lab F 1:10–4 p.m. at the option of the instructor

253b Lighting Design I

A repetition of 253a. {A} 4 credits

Lori Dawson

M W F 11 a.m.–12:10 p.m.; lab F 1:10–4 p.m.

254a Costume Design I

The elements of line, texture, color and gesture and their application to design and character delineation. Analysis of clothing construction. Research of clothing styles of various cultures and eras. Enrollment limited to 15. {A} 4 credits

Catherine Smith

T Th 1–2:50 p.m.; lab T 2:50–4:50 p.m. at option of the instructor

[254b Costume Design I]

A repetition of 254a. Enrollment limited to 15. {A} 4 credits

261a Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required. {A} 4 credits
 Sec. 1: *Andrea Hairston*, T 1–2:50 p.m.
 Sec. 2: *Leonard Berkman*, Th 1–2:50 p.m.

261b Writing for the Theatre

A repetition of 261a. {A} 4 credits
 Sec. 1: *Andrea Hairston*, T 1–2:50 p.m.
 Sec. 2: *Leonard Berkman*, Th 1–2:50 p.m.

262a Writing for the Theatre

Advanced work. Prerequisite: 261a or b. L and P. {A} 4 credits

Sec. 1: *Andrea Hairston*, T 1–2:50 p.m.

Sec. 2: *Leonard Berkman*, Th 1–2:50 p.m.

262b Writing for the Theatre

A repetition of 262a. {A} 4 credits

Sec. 1: *Andrea Hairston*, T 1–2:50 p.m.

Sec. 2: *Leonard Berkman*, Th 1–2:50 p.m.

[342a Acting III]

L and P. Enrollment limited to 22. **{A}** 4 credits

343b Acting III

Topic for 1997–98: Structured Improvisation. An investigation into the psycho-physical technique of the actor, with emphasis on mind-body integration, movement and voice. Working from a variety of texts (poetic, narrative and dramatic) and visual imagery, we will explore non-linear dramaturgy based on the actor's expression. The process of performance, which includes but extends beyond psychological identification with character, is studied through a range of expressive techniques, development of a performance score, and deep engagement with text and space. Students will develop original performance work. Cross-cultural study of contemporary acting theorists. L and P. Enrollment limited to 14. **{A}** 4 credits

Ellen Kaplan

M W 10 a.m.–12:10 p.m.

344a Directing I

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or its equivalent and permission of the instructor. Enrollment limited to 8. **{A}** 4 credits

Paul Zimet

M W 1:10–2:30 p.m.

344b Directing I

A repetition of 344a. L and P. Enrollment limited to 8. **{A}** 4 credits

John Hellweg

T Th 9–11:50 a.m.

345a Directing II

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. The final project for the course may involve the direction of a one-act play. Prerequisites: 344a or b or its equivalent, and permission of the instructor. En-

rollment limited to 4. **{A}** 4 credits

Paul Zimet

M W 2:40–4 p.m.

345b Directing II

A repetition of 345a. This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. The final project for the course may involve the direction of a one-act play. Prerequisites: 344a or b or its equivalent, and permission of the instructor. Enrollment limited to 4. **{A}** 4 credits

John Hellweg

T Th 9–11:50 a.m.

352a Scene Design II

An advanced study in scene design emphasizing various approaches to research, development, communication and implementation of the design idea. Production work required. L. **{A}** 4 credits

Phillip Baldwin

To be arranged

352b Scene Design II

A repetition of 352a. **{A}** 4 credits

Phillip Baldwin

To be arranged

[353a Lighting Design II]

An advanced study in lighting design which further explores design choices and the role a lighting designer plays in the collaborative whole that is theatre. This class will focus on both the aesthetic as well as the technical components of lighting design through script analysis, project-on-paper work and in realized designs. Production work is required. Prerequisite: 253a or b and P. **{A}** 4 credits

[353b Lighting Design II]

A repetition of 353a. **{A}** 4 credits

354b Costume Design II

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques and rendering. Prerequisites: 254a or b and P. **{A}** 4 credits

Catherine Smith

T Th 1–2:50 p.m.; lab T 2:50–4:50 p.m. at the option of the instructor

400a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits

400b Special Studies

1 to 4 credits

Dance (See Dance Department also.)

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Ellen Kaplan.

Basis: 198a and 199b.

Requirements: 10 semester courses, including the following:

1. 198a and 199b as the basis.
2. A poly-cultural sampling of three courses from Division A: history, literature, criticism. Courses in other departments that focus wholly on dramatic literature may be counted toward fulfillment of the history, literature and criticism requirements for the major.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141a or b or a four-credit dance course); one design or technical course (151a or b, 252a or b, 253a or b, or 254a or b); one directing, choreography or playwriting course (344a or b, 261a or b, or DAN 353a or b).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 198 and THE 199; DAN 151; DAN 171; one from dramatic literature; one from design or technical theatre;

three dance studio courses; two credits of THE 200; DAN 272 or 273; one additional course in dance theory at the 300 level, and one additional four-credit course in theatre from either Division A or B at the 300 level.

Students with a dance emphasis should consult with a dance faculty member in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music in their programs. Other courses recommended by the department include ENG 222a, ENG 222b; dramatic literature in any of the language departments.

The Minor

Advisers: Members of the Department.

Requirements: six courses.

Basis: 198a and 199b.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Dance, Choreography, Directing or Playwriting; and
- c. Costume, Lighting or Scene Design.

Honors

Director: Leonard Berkman.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements for the degree with honors:

1. Proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program

and no later than March 15 of the second semester of the junior year. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.

2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
 - a. a thesis in literature, aesthetics, critical analyses or history of any of the theatre arts; or
 - b. a creative project in acting, dance, design, direction, playwriting, choreography or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic or other).
4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

Graduate

Adviser: Leonard Berkman.

M.F.A. in Playwriting: please refer to p. 60.

512a Advanced Studies in Acting, Speech and Movement

4 credits

Members of the Department

512b Advanced Studies in Theatre

4 credits

Members of the Department

513a Advanced Studies in Design

4 credits

- A. Scene Design
Phillip Baldwin
- B. Lighting Design
Lori Dawson
- C. Costume Design and Cutting
Catherine Smith
- D. Technical Production
To be announced

513b Advanced Studies in Design

A repetition of 513a. 4 credits

515a Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

4 credits

Members of the Department

515b Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

A repetition of 515a. 4 credits

Members of the Department

580a Special Studies

4 credits

Members of the Department

580b Special Studies

4 credits

Members of the Department

590d Research and Thesis Production Project

8 credits

Members of the Department

590a Research and Thesis Production Project

4 credits

Members of the Department

590b Research and Thesis Production Project

4 credits

Members of the Department

Third World Development Studies

Advisers

******Elizabeth Hopkins, Professor of Anthropology,

Co-Director

Nola Reinhardt, Associate Professor of Economics,

Co-Director

Gregory White, Assistant Professor of Government

Ann Zulawski, Assistant Professor of History and of

Latin American Studies

[Courses in brackets will not be offered during the current year.]

Third World development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to systematically analyze processes of social, economic, political and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history and political science while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: six semester courses with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East. See departmental and program listings for course prerequisites. Comparable courses at other colleges may be included with the consent of the minor adviser.

AFRO-AMERICAN STUDIES

- [218b History of Southern Africa]
- [258a 20th-Century Africa: A Modern History]
- 287b History of Africa to 1900
- 330a Seminar: African Autobiography in History

ANTHROPOLOGY

- [231a Africa: A Continent in Crisis]
- 232a Third World Politics: Anthropological Perspectives

- [236a Economy, Ecology and Society]
- [237a Native South Americans: Conquest and Resistance]
- 241b Anthropology of Development
- [243b Colloquium in Political Ecology]
- [249b Anthropology and International Health]
- [340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World]
- 341a Seminar: Ritual, Ideology and Power
- 342a Seminar: Population, Environment and Development

ECONOMICS

- 202b The Political Economy of World Geography
- 209b Comparative Economic Systems
- 211a Economic Development
- [213b The World Food System]
- [214b The Economics of the Middle East and North Africa]
- [311a Seminar: Topics in Economic Development]
- 318b Seminar: Latin American Economics

GOVERNMENT

- [224b Governments and Politics of the Middle East and North Africa]
- 226a Latin American Political Systems
- 227a Government and Politics of Sub-Saharan Africa
- 228a Government and Politics of Japan
- 230b Government and Politics of China
- 231b Government and Plural Societies
- 233b Problems in Political Development

242b	The Politics of International Economic Relations	HISTORY [207a	Islamic Civilization to the 15th Century]
[248a	The Arab-Israeli Dispute]	208b	The Shaping of the Modern Middle East
321b	Seminar: Power and Politics in Africa	[209b	Aspects of Middle Eastern History]
322a	Seminar in Comparative Government: Mexican Politics from 1910 to the Present	[210b	Modern India]
324a	Seminar in Comparative Government: Transitions to Democracy	212b	China in Transformation, A.D. 700–1900
343b	Seminar in International Politics: The Politics of Globalization	214b	Aspects of Chinese History: Religious Practice in China
344a	Seminar on Foreign Policy of the Chinese People's Republic	221b	Modern Japan
345a	Seminar: South Africa in World Politics	260a	Colonial Latin America, 1492–1821
346a	Seminar in International Politics: International Organizations and National Politics	261b	National Latin America, 1821–Present
347b	Seminar in International Politics: The 1991 Persian Gulf War	[263b	Continuity and Change in Spanish America and Brazil]
348a	Seminar: Conflict and Cooperation in Asia	292b	Colloquium: The 19th-Century Crisis in East Asia
349b	Seminar: The Political Economy of the Newly Industrializing Countries of Asia	361b	Problems in the History of Spanish America and Brazil
[352a	Seminar: International Development Policy]	Interdepartmental	
		LATIN AMERICAN STUDIES	
		100a	Perspectives on Latin America
		[301a	Seminar: Topics in Latin American Studies]

Urban Studies

Advisers

Martha Ackelsberg, Professor of Government
 Randall Bartlett, Professor of Economics, *Director*

Richard Fantasia, Professor of Sociology
 Helen Searing, Professor of Art

[Courses in brackets will not be offered during the current year.]

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers.

AFRO-AMERICAN STUDIES

278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

ART

[212b Ancient Cities and Sanctuaries]
 266b American Architecture and Urbanism
 [270b Architecture of the 20th Century]
 285b Great Cities
 [286b History of City Planning and Landscape Design]
 288b Colloquium: Architectural Studies
 Topic for 1997-98: The Palace, the Garden and the City in the Early Modern World of Islam

ECONOMICS

230b Urban Economics

EDUCATION

200a Education in the City

GOVERNMENT

204a Urban Politics
 [311b Seminar in Urban Politics]

HISTORY

271a American Space: History of the American Landscape and Built Environment
 [294b Origins of the Urban Crisis 1919-Present]

SOCIOLOGY

213a Ethnic Minorities in America
 218a Urban Sociology
 [313a Seminar: America's People
 Topic: Race, Ethnicity and the Challenge of Pluralism]

Women's Studies

Members of the Women's Studies Program Committee for 1997-98

Martha Ackelsberg, Professor of Government and of Women's Studies
 Ravina Aggarwal, Assistant Professor of Anthropology
 Raphael Atlas, Associate Professor of Music
 Lisa DiCaprio, Assistant Professor of History and of Women's Studies
 Leyla Ezdinli, Assistant Professor of French Language and Literature
 **Ann Arnett Ferguson, Assistant Professor of Afro-American Studies
 Elizabeth Harries, Professor of English Language and Literature and of Comparative Literature
 †Alice Hearst, Assistant Professor of Government
 †Reyes Lázaro, Assistant Professor of Spanish and Portuguese
 Gary Lehring, Assistant Professor of Government
 †Dana Leibsohn, Assistant Professor of Art
 Helen Lefkowitz Horowitz, Professor of American Studies and of History

Ann Jones, Professor of Comparative Literature
 Maureen Mahoney, Dean of the College
 Cornelia Pearsall, Assistant Professor of English Language and Literature
 **Margaret Sarkissian, Assistant Professor of Music
 Marilyn Schuster, Professor of French Language and Literature and of Women's Studies
 †Christine Shelton, Associate Professor of Exercise and Sport Studies
 Nancy Shumate, Associate Professor of Classical Languages and Literatures
 Patricia Sipe, Associate Professor of Mathematics
 Ruth Solie, Professor of Music
 Elizabeth Spelman, Professor of Philosophy and of Women's Studies
 Nancy Saporita Sternbach, Associate Professor of Spanish and Portuguese and of Women's Studies
 Susan Van Dyne, Professor of Women's Studies and of English Language and Literature, *Chair*, *Women's Studies*
 Nancy Whittier, Assistant Professor of Sociology

[Courses in brackets will not be offered during the current year.]

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser and the committee.

Goals for the Women's Studies Major

The women's studies major fosters a feminist, interdisciplinary, cross-cultural and critical understanding of human experience, cultural production and the construction of knowledge. Our perspective is feminist: we begin with a focus on women in intellectual, political and cultural life because women's experiences are considered significant in a variety of social and historical contexts. The construction and the meanings of gen-

der are understood not in isolation, but as constituted through their intersections with race, class, ethnicity, cultures and sexuality. A central premise of our interdisciplinary major is that only through multiple academic disciplines can the operation of gender, thus conceived, be fully understood. Equally important, by comparing and contrasting the conventions and ideological assumptions of disciplinary frameworks, students acquire a critical understanding of their strengths and limits.

Our perspective is critical, both of traditional disciplines and of ourselves. On the one hand, by providing more information about women's lives and work, women's studies revises existing theories which, despite their claim to universality, are largely based on men's experiences. We are self-critical because debates within feminist thought and different political and intellectual perspectives on issues of importance to women are addressed and valued within our program.

A women's studies major provides perspectives throughout the entire curriculum. It enriches more traditional disciplinary approaches not simply by including the study of women and the operation of gender, but by transforming the categories through which knowledge is produced and disseminated. The academic field of women's studies is joined to an understanding of the forms of feminist activism around the globe. Research and theory emerge from these everyday realities, and feminist theory, in turn, informs our analysis and political choices.

Requirements for the Major

The major consists of 10 semester courses, including at least seven semester *core courses* that focus on women or gender (at least two of these must be at the 300 level) from a list compiled by the program committee each year. WST 250, *Modes of Feminist Inquiry*, and WST 350, *Gender, Culture and Representation*, must be included among those courses. Neither may be taken S/U. With the approval of her adviser, the student may choose the remaining three courses for the major from a list of designated component courses in which the study of women or gender is a substantial issue or unit of study.

Distribution and Concentration Requirements

With her adviser, the student will devise a plan for her major that will satisfy these requirements:

1. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college.
2. Her distribution of courses should also enable a student to understand the differences that race, class and culture make to women's experience in one or more of her elective courses.
3. A student will focus her study by taking at least three courses in one of three concentrations:
 - a. politics and society (including, among others, courses in Afro-American studies, economics, government, history, Jewish studies, anthropology, sociology, psychology, public policy);

- b. values and meaning (including, among others, courses in Afro-American studies, anthropology, art, history, literature, philosophy, religion, theatre); and
- c. cross-cultural studies (including courses in fields such as East Asian studies, Afro-American studies, Jewish studies, and government, history and literature that together illuminate cultural differences).

With the approval of the committee, a student may designate another concentration.

4. With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her major, the questions addressed and the methods used, as part of her certification for the major.

With the approval of her adviser, a student may count Five College women's studies courses toward the major.

Advising

All members of the Women's Studies Program Committee serve as advisers for the major and minor in women's studies.

Honors

A student may honor in women's studies by completing an eight-credit two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis, are determined by the Women's Studies Program Committee.

400a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. 1 to 4 credits

400b Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. 1 to 4 credits

430d Thesis

8 credits

The Minor

In consultation with an adviser from the Women's Studies Program Committee, a student will choose six *core courses*, including WST 250, Methods in Women's Studies. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college. Her distribution of courses should also enable her to understand the differences that race, class and culture produce in women's experience.

With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her minor, the questions addressed and the methods used, as part of her certification for the minor.

With the approval of her adviser, a student may count Five College women's studies courses toward the minor.

Note: Courses designated as seminars are limited enrollment and are open only to juniors, seniors and graduate students, by permission of the instructor.

New Requirements for the Major

(beginning with the Class of 2000)

The major consists of 10 semester courses: WST courses and department-based core courses chosen from a list compiled yearly by the women's studies program. Each student, with the help of her adviser, will develop a sequence of courses that enables her to survey the interdisciplinary and cross-cultural character of feminist scholarship and to study one disciplinary concentration in depth. An eight-credit, two-semester honors thesis may be elected by qualified students beyond the 10 courses required for the major.

WST 150, Introduction to Women's Studies, normally taken in the first or second year, and WST 350, Gender, Culture and Representation, limited to senior majors, must be included among those courses. Neither may be taken S/U.

In addition, students are strongly encouraged to take WST 250, Modes of Feminist Inquiry, a topics course listed under WST 300, and a department-based course in feminist theory.

Distribution and Concentration Requirements

With her adviser, the student will devise a plan for her major that will satisfy these requirements:

1. Her *distribution* of courses should enable a student to understand the differences that race, ethnicity, class, culture and sexuality make to women's experience. One or more of her department-based courses should highlight some or all of these issues.
2. At least *three* of the student's department-based courses will be in one of the following *concentrations*; one of the courses in the concentration must be at the 300 level. The goal of the concentrations is for students to develop depth in a discipline or field within women's studies, with special attention to the methodology or methodologies that shape the concentration.
 - a. *Forms of literary and artistic expression.* Literature, film studies, fine and/or performing arts (including courses designated as *literature* or *the arts* in the Latin Honors categories).
 - b. *Historical perspectives.* History (including art history, music history and other courses designated as *historical studies* in the Latin Honors categories).
 - c. *Modes of political and social organization.* Political and social sciences (including courses designated as *social science* in the Latin Honors categories).
 - d. *Scientific inquiry.* The sciences, including psychology and exercise and sport studies (including courses designated as *natural science*, *mathematics* and *analytical philosophy* in the Latin Honors categories).
3. Students are also encouraged to take at least two other courses in a department related to the concentration.
4. Among the 10 courses for the major, *three* must be at the 300 level: WST 350, a 300-level course in the area of concentration, and one other (this could include a special topic offered in WST 300).

5. In the senior year, before the *Certification of Major* form is filed, a student will complete a statement reflecting on the connections among the courses in her major, the questions addressed and the methods used. She will identify what questions have been the most important to her.

New Requirements for the Minor

(beginning with the Class of 2000)

In consultation with an adviser from the Women's Studies Program Committee, a student will elect six women's studies courses, including WST 150, Introduction to Women's Studies, normally taken in the first or second year, and which may not be elected S/U.

Her selection of courses should enable her to survey the interdisciplinary and cross-cultural character of feminist scholarship and to understand the differences that race, ethnicity, class, culture and sexuality make to women's experience. One or more of her department-based courses should highlight some or all of these issues.

Minors are strongly encouraged to elect at least one course at the 300 level, including the special topics offered in WST 300.

Approved Courses for 1997-98

Core Courses

WST 150b Introduction to Women's Studies

An introduction to the interdisciplinary field of women's studies through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students. 4 credits
Martha Ackelsberg

M W F 11 a.m.-12:10 p.m.

WST 250a Modes of Feminist Inquiry

In this course students will analyze and apply methods used in the interdisciplinary field of women's studies. We will pay particular attention to the nature of evidence used in interpreting women's lives and to cross-cultural awareness. We will emphasize

historiographical and textual analysis, archival research and theory-building. Our goal is to learn to use critical methods that will help us understand the personal, social and political choices made by women in the past and present. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or permission of the instructor. Enrollment limited to 30. 4 credits
Susan Van Dyne

M W F 11 a.m.-12:10 p.m.

[WST 250b Modes of Feminist Inquiry]

A repetition of 250a. Recommended for sophomores and juniors. Required for majors and minors, who may not elect the S/U option. Prerequisite: at least two courses in the Women's Studies Program or permission of the instructor. Enrollment limited to 30. 4 credits

WST 300a Special Topics in Women's Studies

Topic for fall 1997: Women and Political Movements in the 20th Century. Exploration of major political and cultural developments of the 20th century from the perspectives of European and Third World women. Sources include films, novels, political treatises and memoirs by such authors as Sylvia Pankhurst, Virginia Woolf, Simone de Beauvoir, Christa Wolf, Isabel Allende, Nadine Gordimer and Buchi Emecheta. 4 credits
Lisa DiCaprio

T 3-4:50 p.m.

WST 300b Special Topics in Women's Studies

Topic for spring 1998: Gender and the Development of European Welfare States. Welfare policies from the early modern era to the present, including the current crisis of the welfare state. 4 credits
Lisa DiCaprio

T 3-4:50 p.m.

WST 350a Gender, Culture and Representation

This senior integrating seminar for the women's studies major examines how gender is structured and represented in a variety of arenas including art, politics, law and popular culture. Through the critical reading of key contemporary works of feminist

theory and intensive investigation of multidisciplinary case studies, we will study the variety and ambiguities of political and symbolic representation—how can one woman's experience "stand for" another's? Prerequisite: WST 250. Enrollment limited to senior majors. WST 350 is required of all women's studies majors and may not be elected S/U. 4 credits

Marilyn Schuster

M W 2:40–4 p.m.

WST 350b Gender, Culture and Representation

A repetition of 350a. Prerequisite: WST 250. Enrollment limited to senior majors. WST 350 is required of all women's studies majors and may not be elected S/U. 4 credits

Susan Van Dyne

M W 2:40–4 p.m.

AAS 212a Culture and Class in the Afro-American Family

Ann Ferguson

T Th 3–4:50 p.m.

AAS 220a Women of the African Diaspora]

Ann Ferguson

AAS 317a Seminar: History of Afro-American Women and the Feminist Movement, 1830 to Present]

Ann Ferguson

AAS 326b Seminar: The Sociocultural Development of the Afro-American Woman]

Ann Ferguson

AAS 348a Black Women Writers]

ANT 239a Women and Resistance in Latin America]

ANT 243b Colloquium in Political Ecology: Gender, Knowledge, Culture]

Frédérique Apffel-Marglin

ANT 244b Woman/Body/Self Cross-Culturally

Prerequisites: ANT 130a or b or WST 250 or permission of the instructor.

Frédérique Apffel-Marglin

T Th 1–2:30 p.m.

ARH 280b Colloquium: Film and Art History

Topic for 1997–98: En-gendering Stardom: The Construction of Female and Male Personae in Hollywood Film.

Barbara Kellum

T Th 9–10:20 a.m.; screenings M 7–9:30 p.m.

CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture

Nancy Shumate

T Th 1–2:50 p.m.

[CLT 223a Forms of Autobiography]

Ann Jones

[CLT 230a "Unnatural" Women: Mothers Who Kill Their Children]

Tbalia Pandiri

CLT 235b Fairy Tales and Gender

Elizabeth Harries

T Th 1–2:50 p.m.

[CLT 256b The Virgin in Myth and Literature]

CLT 268b Latina and Latin American Women Writers

Nancy Sternbach

M W F 11 a.m.–12:10 p.m.

CLT 272b Women Writing: 20th-Century Fiction

Marilyn Schuster

M W F 10–10:50 a.m.

CLT 279a Women Writers of the Middle Ages

Nancy Bradbury, Eglal Doss-Quinby

M W 1:10–2:30 p.m.

EAL 251a Modern Korean Literature

Topic for fall 1997: Korean Women Writers of the 20th Century.

Jin-hee Kim

M W 1:10–2:30 p.m.

EAL 252b The Korean Literary Tradition

Topic for spring 1998: Representations of Women in Pre-modern Korea.

Hyae-weol Choi

T Th 1–2:20 p.m.

ECO 222a Women's Labor and the Economy*Mark Aldrich*

T Th 1-2:50 p.m.

ENG 120a Fiction

Section 3: Women Coming of Age.

Elizabeth Harries

T Th 1-2:30 p.m.

[ENG 120b Fiction]

Section: American Women Writers.

*Ann Boutelle***ENG 264a American Women Poets***Susan Van Dyne*

M W F 1:10-2:30 p.m.

ENG 278a Writing Women: Writing and Publishing in 18th-Century Britain*Elizabeth Harries*

T Th 10:30-11:50 a.m.

[ENG 278b Writing Women: Remaking American Fiction]*Susan Van Dyne***ENG 280a Advanced Essay Writing: Essays by Women***Ann Boutelle*

Th 1-2:50 p.m.

ENG 286b Reading and Writing Autobiography*Ann Boutelle*

Th 1-2:50 p.m.

ENG 300b Seminar: A Major British or American Writer

Topic for 1997-98: Muriel Spark.

Robert Hosmer

T 1-2:50 p.m.

[ENG 340b Topics in English Romanticism]*Patricia Skarda***ENG 378b Writing Women**

Topic for 1997-98: Early Modern Women and Art of Self-Fashioning.

Sbaron Seelig

T Th 1-2:20 p.m.

[ENG 379b Seminar: Women and Literature]

Topic: Feminist Literary Theory.

*Susan Van Dyne***ESS 550a Women in Sport***Jane Stangl*

To be arranged

[FRN 240b French and Francophone Literature and Culture]**[FRN 340b 18th-Century Literature]****[FRN 365a Francophone Literature]**

Topic: French Canadian Women Writers.

*Denise Rochat***GOV 204a Urban Politics***Martha Ackelsberg*

M W 11 a.m.-12:10 p.m.; occasionally F 11-11:50 a.m.

GOV 211a Gender and Politics*Gary Lebring*

T Th 9-10:20 a.m.

[GOV 305a Seminar: Law, Family and State]*Alice Hearst***GOV 321b Seminar in Comparative Government**

Topic for 1997-98: Power and Politics in Africa: The Female Factor.

Walter Morris-Hale

T 1-2:50 p.m.

[GOV 324a Seminar: Gender, Education and Democracy in Latin America]*Susan Bourque***GOV 341a Seminar in International Politics**

Topic for 1997-98: Gender and Global Politics.

Mary Geske

Th 1-2:50 p.m.

GOV 364b Seminar in Political Theory: Feminist Theory*Kristin Bumiller*

To be arranged

GOV 367b Seminar in Political Theory: Gay and Lesbian Politics and Theory

Gary Lebring

T 3–4:50 p.m.

HST 253a Women in Modern European Societies

Enrollment limited to 20.

Lisa DiCaprio

T Th 9–10:20 a.m.

[HST 263b Continuity and Change in Spanish America and Brazil]

Topic: Gender in the Study of Latin American History.

Ann Zulawski

[HST 277a History of Women in the U.S., Colonial Period to 1865]

Marylynn Salmon

HST 278b History of Women in the U.S., 1865–1970

Helen Lefkowitz Horowitz

T Th 10:30–11:50 a.m.

HST 280a Problems of Inquiry

Topic for 1997–98: Work, Gender and the State in 20th-Century America.

Jennifer Klein

T 3–4:50 p.m., Th 3–3:50 p.m.

HST 383a Seminar: Research in U.S. Women's History: The Sophia Smith Collection

Topic for 1997–98: American Women in the 19th and 20th Centuries.

Helen Lefkowitz Horowitz

W 1:10–3 p.m.

IDP 208a Women's Medical Issues

Leslie Jaffe

T Th 10:30–11:50 a.m.

[ITL 343a Modern Italian Literature: Italian Women Writers: Mothers and Daughters]

JUD 224b Women in Rabbinic Literature

Elizabeth Shanks Alexander

M W 2:40–4 p.m.

[JUD 225a Feminism and Judaism]

[JUD 387b Seminar: Women in Jewish History]

MUS 100b C. Women, Men and Music in the Western Tradition

Raphael Atlas

M W F 1:10–2:30 p.m.

[MUS 100b D. Music and Gender in Cross-Cultural Perspective]

Margaret Sarkissian

[PHI 240b Philosophy and Women]

Kathryn Pyne Addelson

PHI 305b Topics in Feminist Theory

Kathryn Pyne Addelson

M W 2:40–4 p.m.

PSY 266b Psychology and Women

Prerequisite: PSY 111 and 112.

Faye Crosby

M W F 11 a.m.–12:10 p.m.

PSY 340a Seminar: Gender and the Life Course

Maureen Mahoney

Th 1–2:50 p.m.

PSY 366b Seminar: Topics in the Psychology of Women

Topic for 1997–98: Multicultural Mentoring.

Faye Crosby

W 2:40–4 p.m.

SOC 229a Sex and Gender in American Society

Nancy Whittier

T Th 9–10:20 a.m.

SOC 323b Seminar: Gender and Social Change

Nancy Whittier

T 1–2:50 p.m.

[SPN 363a Contemporary Women Novelists of Spain]

THE 214a Black Theatre

Andrea Hairston

T Th 10:30–11:50 a.m.

Interdepartmental and Extradepartmental Course Offerings

[Courses in brackets will not be offered during the current year.]

ACC 223b Principles of Accounting

Fundamental concepts, procedures and theoretical problems of accounting as an instrument for the analysis of the operation of the firm and of the economy. Enrollment limited to 35 per section. Preference is given to Smith seniors, juniors, sophomores; Five College students; and Smith first-year students, in that order. {S} 4 credits

Charles Johnson

T Th 1–2:20 p.m.

[EDP 100b Colloquium: Understanding Social Issues]

This colloquium will select current social issues to be explored from many different perspectives. Students will define the relevant questions and will be collectively responsible for seeking the answers. Enrollment limited to 12. Preference given to first-year students. (E) 4 credits

Randall Bartlett (Economics)

GLT 291a Western Classics in Translation, from Homer to Dante

Texts include the *Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*. {L} 4 credits

Maria Banerjee (Russian Language and Literature), Director

Lec. W 2:40–4 p.m.; sections as below:

M W 1:10–2:30 p.m., *Maria Banerjee (Russian Language and Literature)*

T Th 9–10:20 a.m., *Maureen Ryan (Classical Languages and Literatures)*

T Th 10:30–11:50 a.m., *Ann Jones (Comparative Literature)*

GLT 292b Western Classics in Translation, from Chrétien de Troyes to Tolstoy

Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Prerequisite: GLT 291a. {L} 4 credits

Maria Banerjee (Russian Language and Literature), Director

Lec. W 2:40–4 p.m.; sections as below:

M W F 9–9:50 a.m., *Ann Leone (French Language and Literature)*

M W 1:10–2:30 p.m., *Maria Banerjee (Russian Language and Literature)*

IDP 208a Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, nutrition and cardiovascular disease. Emphasis will be primarily on biological aspects of these topics. {N} 4 credits

Leslie Jaffe (Health Services)

T Th 10:30–11:50 a.m.

PPY 209b Philosophy and History of Psychology

An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. 4 credits

Peter Pufall (Psychology)

T Th 10:30–11:50 a.m.

PPY 213b Language Acquisition

The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. {N} 4 credits

Jill de Villiers

T Th 10:30–11:50 a.m.

Five College Course Offerings by Five College Faculty

[Courses in brackets will not be offered during the current year.]

Yvonne Daniel, Associate Professor of Dance (at Smith College under the Five College Program)

First Semester

UMass: **Dance 197D**

Comparative Caribbean Dance I

This course focuses on Cuban, Haitian and Brazilian dance traditions. While attending to strength, flexibility and endurance training, the course trains students in sacred, social and popular forms of dance that permeate the Caribbean region. The course also includes video presentations, mini-lectures, discussions, singing and drumming. As students acquire basic skills in Caribbean dance vocabulary, they are encouraged to demonstrate these in studio and informal settings. Attendance at professional demonstrations of Caribbean and/or related dance traditions is encouraged, depending on available presentations in the region. These may be required or another dance concert may be substituted with permission of the instructor. 2 credits
M W 2:30–4 p.m.

Smith: **DAN 243a Cultural Dance Forms**

B. Comparative Caribbean Dance II

Designed to increase proficiency in Caribbean dance styles. It continues Katherine Dunham and Teresa Gonzalez technical training and contextual investigation and focuses on performance of traditional forms. Prerequisite: DAN 142, Section B, Comparative Caribbean Dance I. Enrollment limited to 35. 2 credits
M 7–10 p.m.

Smith: **DAN 375a Anthropology of Dance**

This course is a cross-cultural examination of dance in the history of anthropology. Comparative studies from Australia, Africa, Indonesia, Europe, the circumpolar regions and the Americas are

used as examples of the importance of dance in societies, past and present. Research methods are examined and practiced in short-term projects. Through dancing also, students are exposed to values that are embodied in dance movement. Prerequisite: 272. **{A}** 4 credits
T Th 10:30 a.m.–noon

[Smith: **DAN 540a**

History and Literature of Dance: World Performance and Practices]

This is a graduate seminar that provides performers with a comparative study of dance/music performance and dance practices that are found throughout the world. The course provides further training in research methods and cultural analysis. Students present research papers and critically evaluate the dance/music literature on forms other than those that are generally emphasized in institutions within the United States.

[UMass: **Dance 232**

Jazz III: Roots of Jazz in the African Diaspora]

This course is designed to give an experience in the evolution of jazz dance style from the perspective of its antecedents in Africa and the Caribbean. The course provides a different mode of flexibility, strength and endurance training for experienced modern and ballet dancers as well as developmental training for indigenous, community-trained performers. The course focuses on Haitian, Cuban and Brazilian traditional dances and includes Katherine Dunham technique (African-Haitian). Students are involved with perfection of ensemble style, integration of music and dance, and the cultural context of jazz dance/music as an indigenous creolized, American art. As students develop skill and respond to African and Caribbean rules of performance, they will be encouraged to display solo performance trends in studio performance settings. Required attendance at one professional

performance of African or Caribbean traditional dance with a one-page written critique, turned in on or before the last day of class.

[UMass: **Dance 334**

Jazz V: Roots of Jazz in the African Diaspora]

Same description as Jazz III above.

Second Semester

[Amherst: **T&D H19s**

Contemporary Techniques: Comparative Caribbean Dance I]

Same description as Comparative Caribbean Dance I above.

Mount Holyoke and Smith: **DAN 142b Cultural Dance Forms**

B. Comparative Caribbean Dance I

Same description as Comparative Caribbean Dance I listed on page 339.

Mount Holyoke: M W 3–4:30 p.m.

Smith: M 7–10 p.m.

[Smith: **DAN 142b Cultural Dance Forms I**

D. Haitian I]

This course is designed to train students in African-derived movement and to place specific dances of Africa and Haiti in their cultural contexts. The course focuses on Katherine Dunham technique and also includes mini-lectures, discussion, reading and video presentations. Students are encouraged to perform in studio or concert settings. **{A}** 2 credits

[Smith: **DAN 142b Cultural Dance Forms I**

C. Cuban Dance Traditions I]

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. **{A}** 2 credits

Smith: **DAN 272b Dance and Culture**

Through a survey of world dance traditions from both artistic and anthropological perspectives, this

course introduces students to dance as a universal human behavior and to the many dimensions of its cultural practice—social, ritual, political and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance and society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. A prerequisite for DAN 375, Anthropology of Dance. **{A}** 4 credits
T Th 10:30 a.m.–noon

[Smith: **DAN 553 Choreography and Music]**

This course is an exploration of the relationship between movement and sound. It focuses attention on how dance is structured, i.e., form, with the motivating and/or supporting musical component it acquires in the choreographic process. Students choreograph using specified musical forms and perform in specified dance styles. They listen to and become familiar with a variety of musical/sound systems from world cultures. This course expands skills in the organization and stylization of movement and in the analysis and integration of music within choreography. Prerequisites: three semesters of choreography, familiarity with basic music theory and/or permission of instructor.

Crystal Griffith, Five College Visiting Assistant Professor of Film/Video Production (at Smith College and the University of Massachusetts under the Five College Program)

First Semester

Smith: **FLS 280a**

Video Production Workshop: From Nuts and Bolts to Video Art

This course provides students with the basic technical, aesthetic and theoretical skills (story, structure, lighting, camera, sound and editing) needed to realize their vision and make video art. The course emphasizes collaborative work and personal narratives as students examine the work of independent video/filmmakers. Prerequisite: 200a (which may be taken concurrently). Admission by permission of the instructor. Enrollment limited to

16. Subject to the approval of the Committee on Academic Policy. **{A}** 4 credits
T Th 1–2:50 p.m.; screening time T 3–4:50 p.m.

Second Semester

Smith: **FLS 282b**

Representation, Activism and Obsession

An advanced video production course for the activist, the intrigued or the obsessed. Particular attention will be paid to studying the theoretical foundations and works of independent video/film-makers engaged in the struggle to create liberational, “alternative” representations of those “othered” by the lens of dominant cinema. Students will work on individual and collaborative projects. Prerequisite: FLS 281. Enrollment limited to 12. Screening fee. (E) Subject to the approval of the Committee on Academic Policy. **{A}** 4 credits
M W 1:10–4 p.m.

Mohammed Mossa Jiyad, Five College Senior
Lecturer in Arabic (at Mount Holyoke College under the Five College Program)

First Semester

Amherst: **Arabic I**

First-Year Arabic I

This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs and how to use an Arabic dictionary.
M W F 9–10:15 a.m.

Mount Holyoke: **Asian 130**

Elementary Arabic I

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic Ara-

bic syntax and morphology and basic reading and writing.
M W F 10:50 a.m.–12:05 p.m.

Smith: **ARA 283a**

Intermediate Arabic I

This course expands the scope of the communicative approaches, as new grammatical points are introduced (the various forms of regular and irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is also placed on reading and writing short passages and personal notes. This second year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and expands one's writing skills. (E) **{F}** 4 credits
M W F 2:40–3:50 p.m.

Second Semester

Amherst: **Arabic II**

First-Year Arabic II

A continuation of Arabic I.
M W F 9–9:50 a.m.

Mount Holyoke: **Asian 131**

Elementary Arabic II

This course is a continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes and statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses.
M W F 10:50 a.m.–12:05 p.m.

Smith: **ARA 284b**

Intermediate Arabic II

Continued conversation at a more advanced level, with increased awareness of time frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite:

ARA I or the equivalent, or permission of the instructor.

M W F 2:40–3:50 p.m.

Additional courses in First-Year Arabic (instructor Tayeb El-Hibri) will be taught at Smith and the university. Second-Year Arabic (instructor Tayel El Hibri) will be taught at the university. Consult the catalogue supplement or the on-line Five College catalogue for most recent information.

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program)

First Semester

Mount Holyoke: **TBA**

The Environment, Resources, and World Politics

An examination of the interactions between environmental and resource issues with international relations and world security affairs. Will identify the major environmental problems (greenhouse warming, ozone depletion, resource scarcities, deforestation and so forth) and show how they are producing both new forms of conflict among states and societies as well as new forms of collaboration.

[Amherst: **Political Science 64**

Seminar on Problems in International Security]

An intensive investigation of the principal threats to international peace and stability in the post-Cold War era and of the methods devised by the world community to overcome these threats. Will consider both specific security threats and larger problems of international governance. Particular problem areas to be considered will include: North-South tensions; regional conflict in the Third World; nuclear and chemical weapons proliferation; the conventional arms trade; ethnic and religious strife; and the world security consequences of population growth, environmental decline and resource scarcity. Students will be ex-

pected to write a research paper on some aspect of current world security affairs, covering the nature of the problem, its likely evolution in the late 1990s and the most promising solutions that have been devised to resolve it. Enrollment limited to 20 students. Admission by permission of the instructor.

Second Semester

Hampshire: **SS 249**

The Environment, Resources, and World Security

A study of the ways in which problems of environmental decline and resource scarcities are interacting with global economic pressures, demographic trends and ethnic/national politics to create new challenges to peace and world security. Will attempt to show how the problems arising from environmental degradation and uneven economic development are distributed among the human population, producing greater hardship for some groups than for others—differences that often fall along ethnic/religious/race/class lines, thereby exacerbating any pre-existing tensions between neighboring groups. Will also examine such concerns as the plight of indigenous peoples in areas of declining environmental habitability, and international disputes arising over shortages of energy supplies, drinking water, arable soil and other vital resources. Finally will assess the ways in which the world community is currently attempting to cope with these problems and consider various proposals for improving these responses. Because environmental and resource issues will require collaborative international responses, students will be expected to work together on a joint project on one of these issues, as well as to produce an individual project on a specific aspect of this issue.

T Th 10:30–11:50 a.m.

[Smith: **Government 251**

Problems of International Security]

A survey of the emerging threats to international peace and security in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance

their capacity to conduct research on such problems, and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical weapons proliferation; conventional arms trafficking; arms control and disarmament; U.N. peacekeeping; global environmental degradation; population growth; and resource scarcities. Students will be expected to conduct intensive research on a particular world security problem of their choice and to write up their results in a term paper; they may also be asked to give an oral report on their findings in class.

[UMass: **Political Science 351**
International Security Policy]

A survey of the principal threats to international peace and stability in the post–Cold War era, and of the methods devised by the world community to overcome these threats. Will focus on such concerns as: regional conflict in the Third World; nuclear and chemical weapons proliferation; the conventional arms trade; ethnic and religious strife; the world security consequences of population growth; environmental decline and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; U.N. peacemaking and peacekeeping operations; international mediation and conflict resolution efforts; regional security systems. Students will be expected to write a research paper on a current conflict or security problem, covering both the nature and origins of the conflict/problem and the most promising solutions that have been devised to resolve it.

Elizabeth H.D. Mazzocco, Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program)

First Semester

UMass: **Italian 514**
The Early Renaissance

This course will focus on the early Italian epic and the world of Quattrocento Italian chivalric myth. Works studied will include Luigi Pulci's *Morgante*

and Matteo Maria Boiardo's *Orlando Innamorato* as well as other minor literary works. Topics for discussion will include: the female warrior, magic, incantations and sorcery, the birth of an Italian self, historical vs. literary chivalric practices, the ideal knight, the destruction/creation of chivalric myth, the blurred boundaries between chivalric game and war, dragons and winged horses, the education of a knight, as well as a variety of other topics to be chosen as a class. Students will write several papers and deliver oral presentations. All work (oral and written) will be in Italian.
T Th 11:15 a.m.–12:30 p.m.

[UMass: **Italian 230**
Intermediate Italian I]

Students will complete their study of Italian grammatical structure and will focus their efforts on oral proficiency. Using satellite transmissions, newspapers, magazines and the Web, they will increase their understanding of contemporary Italian culture. Through a selection of short readings, films and short-subject videos, students will be introduced to cultural themes and concerns affecting Italy in the 1990s. Student projects will include a midterm and a final, short essay, oral presentations and creative work.

[UMass: **Italian 524**
Literature of the High Renaissance]

This course as a whole will explore masterpieces of prose, poetry and theater from the Italian High Renaissance. We will read selections from the works of Ariosto, Castiglione, Bembo, della Casa, Machiavelli, Ruzante, Aretino, Michelangelo, Vittoria Colonna and Gaspara Stampa. Students will compose critical essays, prepare oral presentations and write a solid research paper on a topic chosen by the student and approved by the professor. The students enrolled in the enriched honors colloquium will read additional selections dealing with the Renaissance linguistic theories and treatises associated with the intensely charged debate surrounding the *questione della lingua* as well as selections from Renaissance Italian political thought. They will relate these theoretical studies to the literary works already under discussion and write an additional critical/analytical paper treating a work not studied previously. All work will be done in Italian.

Second Semester

[UMass: **Italian 590a**

Italian Renaissance Comedy]

This course will investigate the roots of Italian Renaissance theater, paying special attention to the role of Boccaccio. We will then read a variety of Renaissance comedies including works by Ariosto, Bibbiena, Machiavelli, Ruzante and others. In addition to studying the individual comedies themselves, we will seek to understand the influence of contemporary culture on the works and vice versa. There will be oral presentations, several papers and a final. All work will be done in Italian. This course is open to advanced majors and graduate students.

[UMass: **Italian 569**

19th- and 20th-Century Italian Theater]

This course is open to advanced majors or graduate students. In addition to reading the works of a variety of 19th- and 20th-century playwrights, we will stage a number of scenes and perhaps even an entire play. Authors whose works will be studied include D'Annunzio, Verga, Pirandello, De Fillippo, Fo and Rame; we will also delve into the transition from theatrical stage to opera stage and follow a play through that transition. All work will be done in Italian; students will present oral reports and write critiques and a final research paper in addition to a final.

J. Michael Rhodes, Professor of Geochemistry
(at the University of Massachusetts under the Five College Program)

First Semester

UMass: **Geo 105**

Dynamic Earth

The earth is a dynamic planet constantly creating oceans and mountain ranges, and accompanied by earthquakes and volcanic activity. This course explores the relationship between earthquakes, volcanoes and plate tectonics, the hazards that they produce, and their impact on humans.
T Th 11:15 a.m.—1 p.m.

[UMass: **Geo 591G**

Analytical Geochemistry]

A review of modern analytical techniques that are widely used for the chemical analysis of geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these techniques, the sources of error and the role that they play in analytical geochemistry. Petrology or Introductory Geochemistry recommended. Enrollment limited.

[UMass: **Geo 591M**

Geochemistry of Magmatic Processes]

Geochemical aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry. 3 credits

Second Semester

UMass: **Geo 512**

X-ray Fluorescence Analysis

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Enrollment limited. 2 credits
To be arranged

UMass: **Geo 591V**

Volcanology

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited. 3 credits

F 1:30–3:30 p.m. at the University of Massachusetts; M 8–10 p.m. at Mount Holyoke College

Elizabeth Subrin, Five College Visiting Assistant Professor of Film/Video (at Amherst College and Mount Holyoke College under the Five College Program)

First Semester

Amherst: **English 82f**

Production Workshop in the Moving Image

An introductory course in the production and critical study of the moving image: hands-on exercises with video camcorder and editing equipment, supplemented with screenings and critical reading. Limited to 15 students.

Mount Holyoke: **FS310**

Seminar on the Moving Image. Technology and Desire: Gender Identity in an Era of New Machines

An advanced course on the production and criticism of the moving image. Topics will vary from year to year. This production seminar will explore the growth and impact of new technologies—from hypertext networks to science fiction dystopias—and the effect of these new virtual spaces and “communities” on our perceptions of subjectivity, gender and the body. We will consider digital media as it applies to our own film/video practices, and produce visual texts that address larger cultural questions about women’s relationship to technology. Prerequisite: FS210 or equivalent or permission of the instructor. Enrollment limited to 15. 4 credits

Second Semester

Amherst: **English 89s**

Studies in the Moving Image I

An introductory course in the theory and practice of film and video production. During the semester we will explore the historical, theoretical and critical contexts that inform independent film and video production today, and produce individual and collaborative projects, primarily in video. We will pay particular attention to the work of independent producers and to the contributions of contemporary criticism, and consider the field of

the moving sound and image as a representational system influenced by (among other things) the art world, Hollywood cinema, broadcast television and community activism. Admission by permission of the instructor. Limited to 15 students.

Mount Holyoke: **FS210**

Production Workshop in the Moving Image

This course will focus on the production and critical study of the moving image using video equipment. Included are hands-on exercises with video camcorder and editing facilities, as well as screenings and critical reading. Enrollment limited to 15. 4 credits

James Trostle, Assistant Professor of Anthropology and Director of the Five College Program in Culture, Health, and Science (at Mount Holyoke under the Five College Program)

First Semester

Amherst: **Anthropology 37**

Health and Disease: Biocultural Perspectives

This course explores the interaction between cultural patterns and physiological processes in the human experience of health and disease. It will also examine the utility of a cultural perspective on biomedical categories and methods of investigation.

[Amherst: **Anthropology 45**

Medical Anthropology]

This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of diseases, cultural critiques of biomedicine, and non-Western systems of healing. Case studies will be presented about specific diseases and therapeutic systems. Prerequisites: one anthropology course or permission of the instructor.

[Hampshire: **NS/SS 271**

Anthropology and International Health]

After decades of benign neglect, anthropology is now increasingly used in international health to elicit disease taxonomies, describe help-seeking

strategies and design behavioral interventions. At the same time, a growing anthropological literature about international health has criticized the models of community, of research and of knowledge employed by the major donors (USAID, the World Bank and the World Health Organization). This class will critically examine the growing role of medical anthropology in international health and its collaboration and competition with relevant disciplines such as epidemiology, health communication, clinical medicine and parasitology. A series of case studies including cholera, malaria, so-called "new diseases" and pharmaceutical usage will highlight current issues in research and policymaking. Course materials will be drawn primarily from articles and unpublished reports. Class participation and completion of one short and one long paper will be required. Class will meet for one hour and 20 minutes twice a week. Previous exposure to medical anthropology and to methods of quantitative and qualitative analysis recommended. Enrollment limited to 25.

[Smith: **Anthropology 249b**

Anthropology and International Health]

This course examines the growing collaborative and critical roles of anthropology in international health. Anthropologists elicit disease taxonomies, describe help-seeking strategies, critique donor models and design behavioral interventions. These issues will be explored through case studies of specific diseases, practices, therapies and policies. Prerequisites: one anthropology course or permission of the instructor.

Second Semester

Mount Holyoke: **Sociology/Anthropology 275**

Doing Ethnography: Research Methods in Health and Culture

This course uses health-related topics to examine anthropological fieldwork techniques, including interviewing and participant observation, as well as qualitative approaches to the analysis of cultural data. Topics include research design, cross-cultural field techniques and ethical dilemmas. Research projects in the community are an integral part of this course. Note: This course will prepare interested students for summer internships. Prerequisite: Introduction to Anthropology and four credits in the discipline or permission of the instructor.

Five College Certificate in African Studies

The Five College Certificate in African Studies offers an opportunity for students to pursue a concentration in African studies as a complement to their majors.

Minimum course requirements are six courses to be distributed as follows:

One course providing an introductory historical perspective that surveys the African continent;

One course on Africa in the social sciences;

One course on Africa in the fine arts and humanities;

Three additional courses on Africa, each in a different department, chosen from history, the social sciences, education, and the fine arts and humanities.

Other requirements:

Proficiency in a language other than English through the level of second year in college, to

be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic);

No more than two courses in any one department may be counted toward the certificate;

Students must receive a grade of B or better in every course;

Students are encouraged to take advantage of academic programs that offer residence for a semester or more in Africa;

With the approval of the student's African studies adviser, two relevant courses taken at schools other than the Five Colleges may be counted toward the certificate.

For further details, consult one of the Smith College representatives: Elizabeth Hopkins, Department of Anthropology; Louis Wilson, Department of Afro-American Studies.

Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations. The Five College Certificate in International Relations essentially parallels the Smith College minor in international relations. They differ in the former's inclusion of language and grade requirements and, of course, its conduct under the rubric of Five College cooperation.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

- Introductory world politics;
- Global institutions or problems;
- The international financial and/or commercial system;
- A modern (post-1815) history course relevant to the development of international systems;
- Contemporary U.S. foreign policy;
- A contemporary foreign language up to a proficiency level of the second year of college;
- Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a developing region.

A complete list of the Five College courses for each of the seven requirements is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm. Not every Five College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: William Taubman, Political Science.

Hampshire College: Benjamin Wisner, Social Science.

Mount Holyoke College: Vincent Ferraro, Politics.

Smith College: Gregory White, Karen Alter, Mary Geske, Government.

UMass: Stephen Pelz, History; Eric Einhorn, Peter Haas, M.J. Peterson, Political Science.

Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):

- A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260a/261b);
- One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion and theatre);
- One course in the social sciences, including anthropology, economics, geography, political science and sociology, that offers substantial attention to Latin America and/or the Caribbean;

Four other courses which should be more advanced and more specific in focus;

A seminar which gives the student's course work in Latin American studies an interdisciplinary force.

Other requirements:

Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.

Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

Five College Certificate in Middle East Studies

The Five College Certificate in Middle East Studies provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic and professional needs in conjunction with an adviser from their home institution. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the Five Colleges, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's adviser. Courses from outside the Five Colleges will count at the discretion of the student's adviser. Students must receive a grade of B or better in every course counted toward the certificate.

Requirements:

1. Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian and Armenian. Requirement may be fulfilled through course completion or by examination.
2. Two introductory courses providing a historical overview of the medieval (A.D. 600–1500) and modern (1500–present) periods, one from each period.
3. Five courses from the following categories. Students must take at least one course from each of the three groups. No more than a total of two courses in any one group may be counted toward fulfilling the program requirement.

Group one:	Religion/Philosophy
Group two:	History/Literature/Arts
Group three:	Social Sciences

A complete list of the courses offered at each of the Five Colleges that qualify for each of the requirements is available from the advisers listed below and from the Five College Center. There is at least one adviser in Middle East studies on each campus.

Amherst College: Robert Doran or Jamal Elias.

Hampshire College: Aaron Berman.

Mount Holyoke College: Kavita Khory.

Smith College: Keith Lewinstein, Howard Adelman.

University of Massachusetts: Mary Wilson.

Five College Self-Instructional Language Program

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20–30 minute oral exam; from that exam, the professor determines a grade for the course.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam *the semester before* language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Foreign Language Resource Center, 102 Bartlett Hall, University of Massachusetts, by the center's director, Elizabeth H.D. Mazzocco.

Language Courses Offered in 1997–98

Czech I, II, III, IV

Hindi I, II, III, IV

Hungarian I, II, III, IV

Indonesian I, II, III, IV

Modern Greek I, II, III, IV

Norwegian I, II, III, IV

Serbo-Croatian I, II, III, IV

Swahili I, II, III, IV

Turkish I, II, III, IV

Urdu I, II, III, IV

The Athletic Program

Lynn Oberbillig, M.B.A., Director of Athletics

Senior Coaches

Kim Bierwert, B.S., Senior Coach of Swimming and Diving

Theresa Collins, M.S., Senior Coach of Skiing

Christine Davis, M.S., Senior Coach of Tennis

Bonnie May, M.S., Senior Coach of Softball and Volleyball

Suzanne Payne, M.Ed., Senior Coach of Riding

Judy Strong, B.S., Senior Coach of Field Hockey and Lacrosse

Senior Coach of Basketball and Soccer, To be announced

Coaches

Tim Bacon, M.A., Coach of Squash

Carla Coffey, M.A., Coach of Cross Country and Track and Field

Coach of Crew, to be announced

Elizabeth Powell, B.A., Coach of Novice Crew

Sports Medicine Staff

Mary E. O'Carroll, M.S., Senior Athletic Trainer

Louise Goodrum, M.S., Assistant Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, intramural and club levels.

Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 186. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's 8 (NEW 8) Conference and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 1997-98, the college will field the following intercollegiate teams:

Basketball. Season: November-March. Practice hours: M T W Th F 4-6 p.m. To be announced.

Crew. Season: September-November, January-May. Practice hours: M T W Th F 4-6 p.m. or 6-8 a.m. and as schedules permit. Head coach, to be announced, and Betsy Powell, novice crew coach.

Cross Country. Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m. Carla Coffey.

Field Hockey. Season: September-November. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m. Judy Strong.

Lacrosse. Season: February-May. Practice hours: M T W Th 4-6 p.m., F 3:30-5:30 p.m. Judy Strong.

Riding. Season: September-November, February-May. Practice hours: To be arranged. Suzanne Payne.

Skiing. Season: January–March. Practice hours: November–December: M T W Th F 4–6 p.m. January Interterm: 8 a.m.–4 p.m. February and March: to be arranged. Theresa Collins and Dean Clausing.

Soccer. Season: September–November. Practice hours: M T W Th F 4–6 p.m. To be announced.

Softball. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Bonnie May.

Squash. Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Tim Bacon.

Swimming and Diving. Season: September–March. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m. Kim Bierwert.

Tennis. Season: September–November, February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Christine Davis.

Track and Field. Season: Mid-November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Carla Coffey.

Volleyball. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Bonnie May.

Intramural Athletics and Sport Clubs

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time required by varsity athletics. The focus of the intramural program is on intrahouse competition. The 34 houses vie with friendly rivalry for tournament championships in 3 on 3 basketball, floor hockey, indoor soccer, softball, tennis, volleyball and ultimate Frisbee, and in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, triathlons and croquet.

The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fund-raisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Currently there are 12 clubs: **Badminton, Croquet, Cycling, Fencing, Golf, Ice Hockey, Outing, Rugby, Sailing, Synchronized Swimming, Tae Kwon Do and Ultimate Frisbee.**

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Index

- Abbreviations and symbols, explanation of, 67–69
- Absence, leaves of, 54
- Absence from classes, 53
- Academic achievements, prizes and awards, 27–32
- Academic calendar, vi–vii
- Academic course load, 49
- Academic credit, 51–53
- Academic divisions, 65–67
- Academic Honor Code, 10
- Academic program, 7–16
- Academic records, disclosure of, 53–54
- Academic rules and procedures, 49–55
- Academic societies, 28
- Academic standing, 53
- Accelerated course programs, 10
- Accreditation, iv
- Ada Comstock Scholars Program, 10–11
 - admission, 47
 - fees and expenses, 33–37
 - financial aid, 41
 - grading options, 51
- Adding or dropping courses, 50
- Administration directory, 381–383
- Admission, 43–47
 - graduate study, 56–57
 - international students, 56–57, 61–62
 - undergraduate study, 43
 - Ada Comstock Scholars, 47
 - advanced placement credit, 52
 - application fee, 34
 - deadline dates, 45
 - entrance tests, 43–44
 - health form, 22
 - interview, 45
 - international students, 46
 - secondary school preparation, 43
 - transfer applicants, 46
- Admission, to courses requiring special permission, 49–50
- Advanced placement, 52
 - toward requirements, 52
- Advanced standing, 43, 52
- Advising, 9–10
 - career, 21
 - engineering, 9, 173
 - minor advisers, 9
 - prebusiness, 10
 - prelaw, 10
 - premajor and major advisers, 9
 - premedical and prehealth professions, 10, 119
- African studies, Five College certificate in, 347
- Afro-American studies, 70–73
- Age of majority, 53–54
- Ainsworth/Scott Gymnasiums, 20
 - hours, 20
- Alumnae
 - networking, 21
 - support, 42
- Alumnae Association
 - officers, 385
- Alumnae Gymnasium, 2, 17
- American College Testing Program, 43–44
- American studies, 74–78
 - diploma in, 62
- Amherst College
 - cooperative program with, 11, 16, 17
 - Twelve College Exchange, 16
 - cooperative Ph.D. program, 56, 61
- Ancient studies, 79–80
- Anthropology, 81–86
- Application for admission
 - graduate study, 56–57
 - nondegree studies, 61–62
 - undergraduate study, 44
- Archaeology, 87
- Architecture and landscape architecture courses.
 - See* Art
- Art, 88–102
- Art Library, 18
 - hours, 18
- Art museum, 18–19
 - hours, 19
- Assistantships, graduate, 63–64
- Associated Kyoto Program, 15
- Astronomy, 103–106
- Athletic facilities, 20

- Athletic fields, 20
Athletic program, 20, 21, 352–353
 See also Exercise and sport studies.
Athletics, 21, 352–353
Auditing
 community: nonmatriculated students, 11, 50
 fees for nonmatriculated students, 34
 matriculated students, 50
Awards, 27–32

Bachelor of arts degree, 49
Bacteriology. *See* Biological sciences.
Berenson Dance Studio, 19
Biblical literature. *See* Religion and biblical literature.
Biochemistry, 107–108
Biological sciences, 109–119
 master's degree, 58
Black colleges, study at, 16
Board of counselors, 355
Board of trustees, 354
Boathouse, 20
Botanic gardens, 18
Botany. *See* Biological sciences.
Bowdoin, study at, 16
Burton Hall, 2, 18
Burton, Marion LeRoy, 2

Calendar, academic, vi–vii
Campus jobs, 42
Career counseling, 21
Career Development Office, 21
Career resource library, 21
Catholic chaplain, 22
Center for Foreign Languages and Cultures, 19
 hours, 19
Certificate of Graduate Studies, 56, 61–62
Changes in course registration
 graduate, 64
 undergraduate, 50
Chaplains, 22
Chemical engineering, 173
Chemistry, 120–124
Chemistry lab fee, 35
Child study. *See* Education and child study.
Chinese. *See* East Asian studies.
Churches, 22
Civil engineering, 173
Clark Science Center, 18
Clarke School for the Deaf, 60
Class schedule chart, inside back cover
Classical languages and literatures, 125–128
Classics program, Intercollegiate Center for
 Classical Studies in Rome, 15
College Archives, 17
College Board tests, 43–44
College physician, 21–22
College Scholarship Service, 40
Committees, 384
Comparative literature, 129–133
Computer engineering, 173
Computer facilities, 19–20
Computer science, 134–137
Confidentiality
 of medical records, 21–22
 of student records, 53–54
Connecticut College, study at, 16
Consortial Study Abroad Programs, 14–15
Continuation fee, 35
Continuing education. *See* Ada
 Comstock Scholars Program;
 nonmatriculated students.
Contractual limitations, 37, 40
Conway, Jill Ker, 3–4, 355
Cooperative programs with other institutions, 11
Córdoba, study abroad, 15
Counselors, board of, 355
Counseling
 career, 21
 personal, 21–22
 religious, 22
Course enrollments, Five College, 51
 summary, 23
Course load, 49
Course numbers, key to, 67–68
Course programs
 accelerated, 10
 honors, 11
 independent study, 11–12, 50
 regular, 7–9, 49
 Smith Scholars, 12
Course registration, 50, 64
Courses, election of, 49–51
Courses of study, 65–353
Courses requiring permission,
 admission to, 49–50
Course symbols, designations, abbreviations,
 explanation of, 67–69

Credit

- academic, 51–53
- advanced placement, 52
- earned before matriculation, 52
- internships, 11–12, 50
- interterm, 52–53
- shortage, 52
- summer school, 52

Cross country course, 20

Curricular requirements and expectations, 8

Curriculum, 7–8

Dance, 138–147

- facilities, 19
- master's degree, 60

Dartmouth, study at, 16

Davis, Herbert, 2

Deadlines

- for admission, 45
- for course changes, 50, 64

Deaf, teaching of the, 60

Dean's List, 28

Deferred entrance to first-year class, 45

Deferred entrance for medical reasons, 46

Degrees, requirements for

- bachelor of arts, 8–9, 49
- doctor of philosophy, 61
- doctor of philosophy, Five College cooperative degree, 56
- master of arts, 57–59
- master of arts in teaching, 59–60
- master of education, 60
- master of education of the deaf, 60
- master of fine arts, 60
- master of science in exercise and sport studies, 61
- master/Ph.D. of social work, 61
- satisfactory progress, 53

Departmental Honors Program, 11, 27

Deposits, 34–35

- for graduate students, 63

Dining arrangements, 20

Diploma in American studies, 62

Directions to the college, iv

Dismissal, 53

Divisions, academic, 65–67

Doctors, 21–22

Doctor of philosophy degree, 56, 61

Dormitories. *See* Residential houses for undergraduates.

Dropping or adding courses, 50, 64

Duke Study in China Program, 15

Dunn, Mary Maples, 4, 355

Early Decision Plan, 44

East Asian languages and literatures, 148–153

East Asian studies, 154–156

Economics, 157–163

Education and child study, 164–172

- master's degree, 58

Education, master's degree, 60

Election of courses, 49–51

Electrical engineering, 173

Elizabeth Mason Infirmary, 21

Emeriti, 355–359

Engineering, 173

English language and literature, 174–183

Enrollment statistics, 23–25

Entrance requirements, 43–44

Environmental Science, 184

Ethics, 185

Exercise and sport studies, 186–194

- master's degree, 61

Expenses, 33–40

Extended Repayment Plan, 37–40

Extracurricular activities, 21, 22

Facilities, 17–20

Faculty, 355–380

- Five College, 339–346

Family Education Loans, 38–40

Fees and expenses, 33–40

- contractual limitations, 37, 40
- graduate study, 62–63
- Junior Year Abroad, 12–13
- Twelve College Exchange, 16

Fellowships, teaching, 63–64

Fields of knowledge, seven major, 7–8

- abbreviations in course listings, 69

Film studies, 195–197

Financial aid, 40–42, 63–64

- Ada Comstock Scholars, 41
- campus jobs, 42
- graduate students, 63–64
- grants, 41–42
- loans, 41
- toll-free information number, 42
- transfer students, 41
- work-study, 42

Financial obligation, 37

- Fine arts center, 18–19
- Fine arts, master's degree, 60
- First Group Scholars, 27
- Five College Certificate Programs, 9
 - African studies, 347
 - International relations, 348
 - Latin American studies, 349
 - Middle East studies, 350
- Five College Cooperation, 11
 - course enrollment, 51
 - course interchange, 11
 - course offerings, 339–346
 - course regulations, 51
- Five College faculty, 339–346
- Five College Self-Instructional Language Program, 351
- Florence, study abroad, 13–14
- Foreign language literature courses in translation, 198
- Foreign students. *See* International students.
- Foreign study programs, 12–15
- France, study abroad, 14
- French language and literature, 199–206
- Geneva, study abroad, 14
- Geographical distribution of students, 24
- Geology, 207–210
- German studies, 211–215
- Germany, study abroad, 14
- Government, 216–226
- Grading options, 51
- Graduate study, 56–64
 - admission, 56–57
 - enrollments, 23
 - international students, 56–57, 61–62
- Graduation rate, 23
- Graduation requirements, 8–9, 49
- Graham Hall, 18
- Grants, 41–42
 - named and restricted, 42
- Greek courses, 125–126
- Greene, John M., 1
- Greenhouses, 18
- Gymnasium, 20
 - hours, 20
- Hallie Flanagan Studio Theatre, 19
- Hamburg, study abroad, 14
- Hampshire College
 - cooperative program with, 11
 - cooperative Ph.D., 56
- Health educator, 22
- Health insurance, 21–22, 34, 62
 - for graduate students, 62
- Health professions advising, 10
- Health professions program, 119
- Health regulations, 21–22
- Health Services, 21–22, 62
- Hebrew courses. *See* Religion and biblical literature.
- Helen Hills Hills Chapel, 22
- High school preparation for applicants, 43
- Hillel Foundation, 22
- Hillyer Hall, 18
 - Art Library, 18
- Hispanic studies. *See* Spanish and Portuguese.
- History, 227–237
- History of the sciences, 238–239
- History of Smith College, 1–6
- Honor code, 10
- Honors program, 11
- Houses, 20–21
 - graduate students, 62
- How to get to Smith, iv
- Human Performance Laboratory, 20
- Independently designed majors, 8
- Independent study, 11–12, 50
 - abroad, 15
- Industrial engineering, 173
- Infirmary, 21
- Information Systems, 19–20
- Inpatient services, 21
- Inquiries and visits, v
- Insurance, health, 21–22, 34, 62
 - for graduate students, 62
- Insured Tuition Payment Plan, 37
- Intercollegiate athletics, 352–353
- Intercollegiate Center for Classical Studies
 - in Rome, 15
- Interdepartmental and extradepartmental
 - course offerings, 338
- Interdepartmental majors, 8
 - honors, 11
- Interdepartmental minors, 9
- Interlibrary loan, 17
- Intermediate Health Care Facility, 21
- International baccalaureate, 45
- International relations, 240–241
- International Relations Certificate Program, 348

- International students
 - admission, 46
 - admission of graduate, 56–57, 61–62
 - Certificate of Graduate Studies, 56, 61–62
 - Diploma in American Studies, 62
 - financial aid, 46
 - graduate fellowships, 63
 - summary of enrollment, 24
- Internships
 - credit, 11–12, 50
 - career, 21
 - semester in Washington, 16, 226
 - Smithsonian Institution, 16, 76–77
- Interterm, vii
 - credit status, 52–53
- Interterm courses offered for credit, 242
- Interview, for admission applicants, 45
 - career, 21
- Intramural athletics, 21, 352–353
- Italian language and literature, 243–245
 - master's degree, 58–59
- Italy, study abroad, 13–14
- Jacobson Center for Writing, Teaching and Learning, 20
- Jahnige Social Science Research Center, 19
- Japan, study abroad, 15
- Japanese. *See* East Asian studies.
- Jean Picker Semester-in-Washington Program, 16, 226
- Jewish chaplain, 22
- Jewish studies, 246–248
- Job, campus, 42
 - summer, help with, 21
- Junior Year Abroad Programs, 12–14
 - course loads, 12–13
 - enrollments, 23
 - requirements, 13
- Kennedy professorship, 6
- Kyoto, study abroad, 15
- Landscape architecture. *See* Art.
- Language Laboratory, 19
 - hours, 19
- Late course changes, 50
- Late registration, 50
- Latin American and Latino/a studies, 249–251
 - Five College certificate in, 349
- Latin courses, 126–127
- Latin honors, 8, 27, 69
- Leaves of absence, 54
- Liberal arts college, 7
- Libraries, 17–18
 - hours, 18
 - career resource, 21
- Loans
 - graduate study, 63–64
 - undergraduate study, 38–41
- Logic, 252–253
- Lyman Plant House, 18
- Major, 8
- Major fields of knowledge, seven, 7–8
 - abbreviations in course listings, 69
- Majors, enrollment, 25
- Majority, age of, 53–54
- Mandatory medical leave, 55
- Marine sciences, 254
- Maritime studies, 16
- MASSPIRG, 34
- Master of arts programs, 57–59
- Mathematics, 255–260
- McConnell Hall, 18
- Mechanical engineering, 173
- Medical leave of absence, 54–55
- Medical professions program, 119
- Medical services, 21–22
- Medieval studies, 261–263
- Mendenhall Center for the Performing Arts, 19
- Mendenhall, Thomas Corwin, 3, 355
- Microbiology. *See* Biological sciences.
- Microcomputers, 19–20
- Middle East Studies Certificate Program, 350
- Minor, 9
- Mount Holyoke College
 - cooperative program with, 11, 16
 - cooperative Ph.D. program, 56, 61
 - Twelve College Exchange, 16
- Museum of Art, 18–19
 - hours, 19
- Music, 264–272
 - facilities, 19
 - fees for practical music, 35
 - master's degree, 59
 - scholarships, 42
- Mystic Seaport Program, 16
- National Theatre Institute, 16
- Neilson, William Allan, 2

- Neilson chair, 5–6
Neilson Library, 17–18
Newman Association, 22
Neuroscience, 273
Nondegree studies, 61–62
Nondiscrimination policy, inside front cover
 graduate, 57
Nonmatriculated students, 11, 50

Off-campus study programs, 12–16
Off-campus residence, fee, 35
Outpatient services, 21–22

Parent Loans for Undergraduates, 38–41
Paris, study abroad, 14
Payment plans, 37, 40
Pell Grant program, 42
Performing arts, 19
Perkins Loan (formerly NDSL), 41
Permission for course admission, 49–50
Personal computers, 19–20
Ph.D. programs, 56, 61
Phi Beta Kappa Society, 28
Philosophy, 274–279
Photography, facilities for, 18
Physical education, master's program, 61
 See also athletic program; exercise and sport studies.
Physical fitness, 21
Physics, 280–282
Placement, advanced, 52
Political economy, 283
Political science. *See* Government.
Pomona-Smith Exchange, 16
Portuguese, 312–313
 See also Spanish and Portuguese.
Prehealth professions program, 10, 119
Prelaw advising, 10
Prebusiness advising, 10
Premedical professions program, 10, 119
PRESHCO, 15
Privacy of student records, 53–54
Prizes, 28–32
Probationary status, 53
Programa de Estudios Hispánicos en Córdoba, 15
Protestant chaplain, 22
Protestant Ecumenical Christian Church, 22
Psi Chi, 28
Psychology, 284–290
Public Policy, 291–292

Rare Book Room, 17
Readmission, 55
Refunds, withdrawal, 35–37
 Junior Year Abroad, 13
Registration, course, 50, 64
 late fee, 50
Regular Decision Plan, 44
Religion and biblical literature, 293–302
 master's degree, 59
Religious expression, 22
Repeating courses, 53
Required course work for graduate students, 64
Requirements
 for admission, 43–44
 for completion of course work, graduate, 64
 for the degree, 49
 advanced placement credit toward, 52
 residence
 graduate, 57
 transfer, 46
 undergraduate, 49
Research, career, 21
Research fellowship, 63–64
Research, scientific, 18
 social science center, 19
Residence requirements, 49
 for graduate students, 57
Residential houses for undergraduates, 20–21
Résumés, 21
Riding lessons, fees for, 35
Rome (ICCS), study abroad, 15
Room and board, 33
 Ada Comstock Scholars, 34
 graduate students, 63
 undergraduates, 33
 refund policy, 35–37
Russia, study abroad, 14
Russian language and literature, 303–305

Sabin-Reed Hall, 18
Sage Hall, 19
Satisfactory progress toward degree, 53
Satisfactory/unsatisfactory grading option, 51
SATs, 43–44
Schedule of class times, inside back cover
Scholarships, 42
 graduate, 63
Science Center, 18
Science courses for beginning students, 306
Science Library, 18
 hours, 18

- Scott Gymnasium, 20
- Secondary-school preparation, 43
- Seelye, Laureus Clark, 1–2
- Semester-in-Washington Program, 16, 226
- Semesters, vi–vii
 - course program, 49
- Seminars, admission to, 49
- Senior year, credit requirements for entering, 52
- Separation from the college, 53
- Seven major fields of knowledge, 7–8
 - abbreviations in course listings, 69
- Shortage of credits, 52
- Sigma Xi, Society of the, 28
- Simmons, Ruth J., 4, 354, 355, 381
- Smith, Sophia, 1
- Smith Scholars Program, 12
- Smithsonian Institution internship, 16, 76–77
- Social Science Research Center, 19
- Social work, master/Ph.D. of, 61
- Sociology, 307–311
- Sophia Smith Collection, 17
- South India Term Abroad, 15
- Spanish and Portuguese, 312–319
- Spanish-speaking countries, foreign study in, 15
- Special Studies, admission to, 49
- Sports, 20, 186–194, 352–353
- Squash courts, 20
- Standardized tests
 - for admission, 43–44
 - for graduate applicants, 56–57
- Stafford Loans, 41
- Student Counseling Service, 21–22
- Student Government Association, 17, 34
 - activities fee, 33, 34
- Student housing, 20–21
- Student-initiated courses, 49–50
- Student organizations, religious, 22
- Students
 - enrollment statistics, 23
 - geographical distribution, 24
- Studio art fees, 35
- Study abroad, 12–15
- Study at Historically Black Colleges, 16
- Summer courses, credit for, 10, 52
- Summer jobs, help finding, 21
- Supplemental Educational Opportunity Grants, 42
- Swimming pool, 20
- Switzerland, study abroad, 14
- Symbols and abbreviations, explanations of, 67–69
- Teacher certification, 164, 170–172
- Teaching fellowships, 63–64
- Teaching, master of arts in, 59–60
- Ten-Month Payment Plan, 37
- Tennis courts, 20
- Theatre, 320–327
 - master of fine arts in playwriting, 60
 - master of arts, 57–59
- Theatre building, 19
- Third World development studies, 328–329
- Toll-free number for information
 - about financial aid, 42
- Track, 20
- Transfer students
 - admission, 46
 - financial aid, 41
- Trinity, study at, 16
- Trustees, board of, 354
- Tryon Hall, 18
- Tuition
 - for graduate students, 62–63
 - grants to area students, 42
 - payment plans, 37, 40
 - refund policy, 35–37
- Twelve College Exchange Program, 16
- TV studio, 19
- University of Massachusetts
 - cooperative Ph.D. program, 56, 61
 - cooperative program with, 11
- Urban studies, 330
- Vacations, academic, vi–vii
- Vassar, study at, 16
- Visiting Student Program, 46–47
- Visits to the college, v
- Wallfisch, Ernst, music scholarship, 42
- Washington intern programs, 16, 226
- Weight training room, 20
- Wellesley, study at, 16
- Werner Josten Library, 19
 - hours, 19
- Wesleyan, study at, 16
- Wheaton, study at, 16
- William Allan Neilson Library, 17–18

- Williams, study at, 16
- Williams-Mystic Seaport Program in
American Maritime Studies, 16
- Withdrawal from the college
 - Junior Year Abroad Programs, 13
 - medical, 54–55
 - personal, 54
 - refund policy, 35–37
- Women's studies, 331–337
- Work-study program, 42
- Wright, Benjamin Fletcher, 3
- Wright Hall, 19
- Writing assistance, 20
- Writing courses, 174–175, 181
- Writing requirements, 8
- Zoology. *See* Biological sciences.







Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Monday Tuesday Wednesday Thursday Friday

8-8:50 a.m. A	8-8:50 a.m. A+	A	8-8:50 a.m. B+	A
9-9:50 a.m. B	9-10:20 a.m. G	B	G	B
10-10:50 a.m. C		C		C
11 a.m.-12:10 p.m. D	10:30-11:50 a.m. H	D	H	D
1:10-2:30 p.m. E†	1-2:50 p.m. J	E†	1-2:50 p.m. L	E†
2:40-4 p.m. F†	3-4:50 p.m. K	F†	3-4:50 p.m. M	F†
			4-4:50 p.m. C+	

4:50 p.m.

7:30-9:30 p.m. X*	7:30-8:20 p.m. W		7:30-9:30 p.m. Y*	W	7:30-9:30 p.m. Z*	W	
		**					**

+ Additional meeting times for A, B, and C blocks, as noted in course listings

† A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.

* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.

** Reserved for activities and events.

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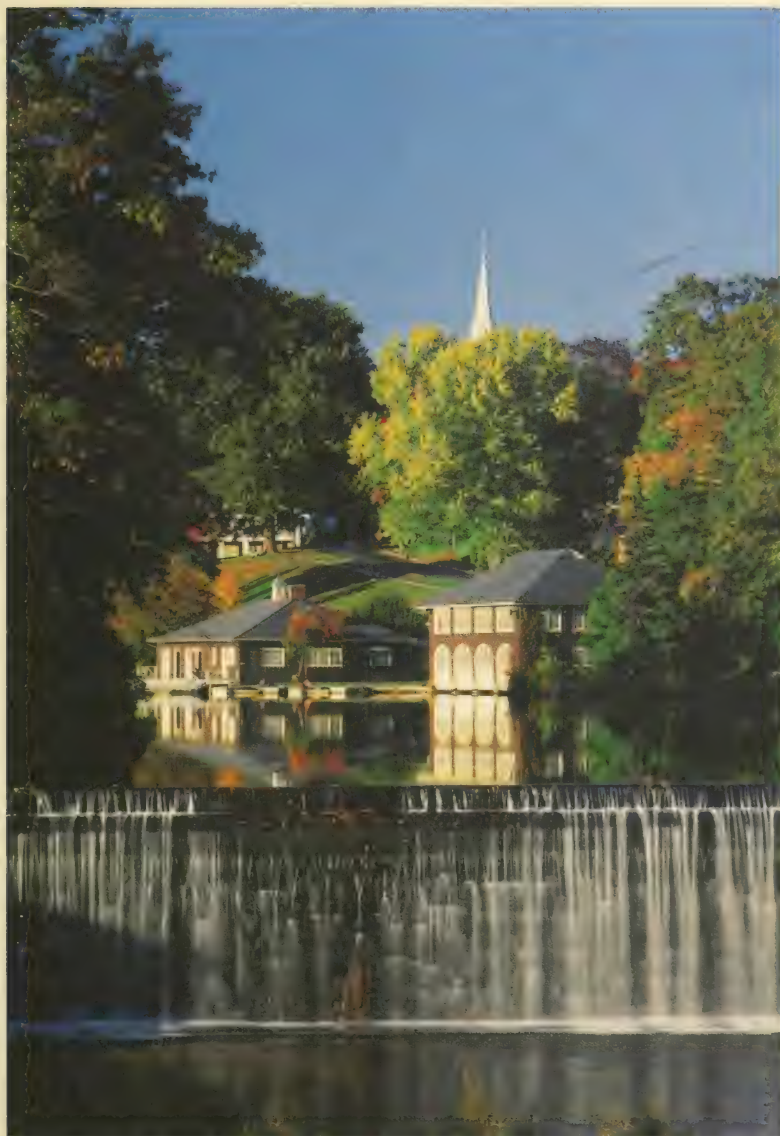
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Notice of Nondiscrimination

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith's admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Carmen Santana-Melgoza, Director of Institutional Diversity, College Hall #31, (413) 585-2141.

SMITH COLLEGE BULLETIN

(USPS 499-020) Series 92 September 1998
Number III

Printed monthly during January, April, September (two issues). Office of College Relations, Garrison Hall, Smith College, Northampton, Massachusetts 01063. Periodical postage paid at Northampton, Massachusetts. Postmaster: send address changes to Smith College, Northampton, Massachusetts, 01063

All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

22M2604-8/98

CATALOGUE EDITOR: KATHLEEN ROOS
DESIGNER: PATRICIA CZEPIEL HAYES

Smith College
Northampton, Massachusetts 01063
(413) 584-2700

Campus Security Act Report

The annual Campus Security Act Report contains information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual Campus Security Act Report are available from the Department of Public Safety, Neilson Library B/54, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to Sharon Rust, Director of Public Safety, at (413) 585-2490.

SMITH COLLEGE BULLETIN

1998-99 CATALOGUE

Smith College
Northampton, Massachusetts 01063
(413) 584-2700



Contents

How to Get to Smith	iv
Inquiries and Visits	v
Academic Calendar	vi
The Mission of Smith College	viii
History of Smith College	1
The Academic Program	7
Smith: A Liberal Arts College	7
The Curriculum	7
The Major	8
The Minor	9
Five College Certificate Programs	9
Advising	9
Academic Honor System	10
Special Programs	10
Accelerated Course Programs	10
The Ada Comstock Scholars Program	10
Community Auditing: Nonmatriculated Students	11
Five College Interchange	11
Departmental Honors Program	11
Independent Study Projects/Internships	11
Smith Scholars Program	12
Study Abroad Programs	12
Smith College Junior Year Abroad Programs	13
Consortial Study Abroad Programs	14
Independent Study Abroad	15
Other Off-Campus Study Programs	16
The Campus and Campus Life	17
Facilities	17
Student Residence Houses	20
Intercollegiate Athletics, Intramurals and Club Sports	21
Career Development	21
Health Services	21
Religious Expression	22
The Student Body	23
Summary of Enrollment, 1997-98	23
Geographical Distribution of Students, 1997-98	24
Majors, 1997-98	25
Academic Achievements, Prizes and Awards	27
Fees, Expenses and Financial Aid	33
Fees and Expenses	33
Your Student Account: Your Responsibility	37
Contractual Limitations	37
Payment Plans and Loan Options	37
Financial Aid	37
Admission	43
Secondary School Preparation	43
Entrance Tests	43
Applying for Admission	44

Advanced Placement	44
First-Year Students' Admission Deadline Dates	45
International Baccalaureate	45
Interview	45
Deferred Entrance	45
Deferred Entrance for Medical Reasons	46
Transfer Admission	46
International Students	46
Visiting Year Programs	46
Readmission	47
Ada Comstock Scholars Program	47
Academic Rules and Procedures	49
Requirements for the Degree	49
Election of Courses	49
Academic Credit	51
Academic Standing	53
The Age of Majority	54
Leaves, Withdrawal and Readmission	54
Graduate Study	56
Admission	56
Residence Requirements	57
Leaves of Absence	57
Degree Programs	57
Nondegree Studies	61
Housing and Personal Services	62
Finances	62
Financial Aid	63
Changes in Course Registration	64
Policy Regarding Completion of Required Course Work	64
Courses of Study, 1998-99	65
Deciphering Course Listings	67
Afro-American Studies	70
American Studies	75
Ancient Studies	79
Anthropology	81
Archaeology	86
Art	87
Astronomy	102
Biochemistry	107
Biological Sciences	109
Chemistry	120
Classical Languages and Literatures	125
Comparative Literature	129
Computer Science	134
Dance	139
East Asian Languages and Literatures	148
East Asian Studies	154
Economics	158
Education and Child Study	166
Engineering	175
English Language and Literature	177
Environmental Science	188
Ethics	190

Exercise and Sport Studies	191
Film Studies	201
Foreign Language Literature Courses in Translation	205
French Language and Literature	206
Geology	213
German Studies	217
Government	222
History	233
History of the Sciences	245
International Relations	248
Interterm Courses Offered for Credit	250
Italian Language and Literature	251
Jewish Studies	254
Latin American and Latino/a Studies	257
Logic	260
Marine Sciences	262
Mathematics	263
Medieval Studies	269
Music	272
Neuroscience	281
Philosophy	283
Physics	289
Political Economy	292
Psychology	293
Public Policy	301
Religion and Biblical Literature	303
Russian Language and Literature	312
Science Courses for Beginning Students	315
Sociology	316
Spanish and Portuguese	321
Theatre	330
Third World Development Studies	338
Urban Studies	340
Women's Studies	341
Interdepartmental and Extradepartmental Course Offerings	348
Five College Course Offerings by Five College Faculty	349
Five College Certificate in African Studies	358
Five College Certificate in Culture, Health and Science	359
Five College Certificate in International Relations	360
Five College Certificate in Latin American Studies	361
Five College Certificate in Middle East Studies	362
Five College Self-Instructional Language Program	363
First Year Seminars	364
The Athletic Program	367
Directory	369
The Board of Trustees	369
The Board of Counselors	370
Faculty	370
Administration	397
Standing Committees	400
Alumnae Association	401
Index	402
Class Schedule	inside back cover

How to Get to Smith

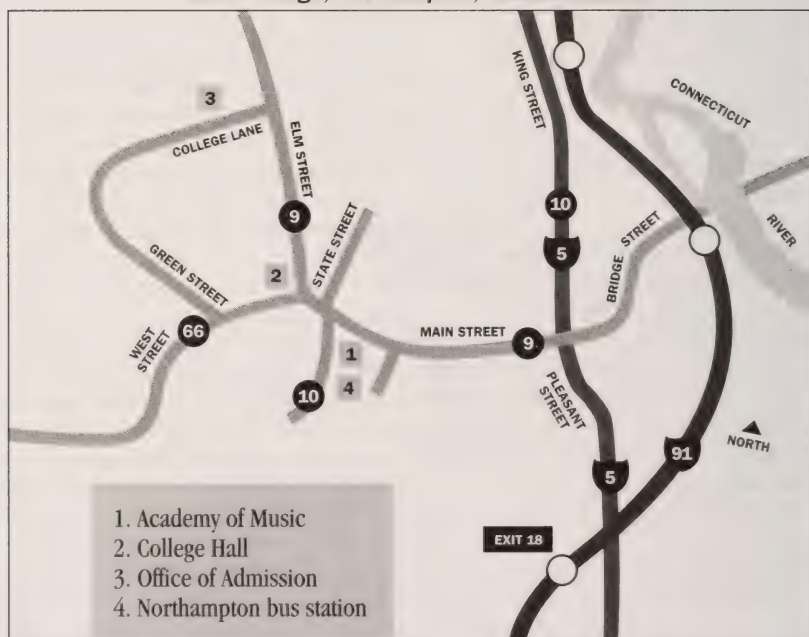
By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound, Vermont Transit and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through three sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

Smith College, Northampton, Massachusetts



Smith College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, pp. vi–vii, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone or interview.

Admission

Nanci Tessier, *Director of Admission*
7 College Lane
(413) 585-2500

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please call the Office of Admission for specific times.

Financial Aid and Campus Jobs for Undergraduates

Myra Baas Smith, *Director of Financial Aid*
College Hall 10
(800) 221-2579, January 15–June 15
(Monday–Thursday 2–9 p.m. Eastern time,
Friday 2–4:30 p.m.)
(413) 585-2530, 8:30 a.m.–4:30 p.m.

Members of the Office of Financial Aid staff are available to answer questions about any aspect of financial aid and student assistance.

Payment of Bills

Anthony Symanski, *Controller*
College Hall 9

Academic Standing

Maureen A. Mahoney, *Dean of the College*
College Hall 21

Velma Garcia, *Dean of the First-Year Class*

Mary Philpott, *Dean of the Sophomore and Junior Classes*

Donald B. Reutener, *Dean of the Senior Class*

College Hall 23

Catherine Hutchison, *Associate Dean for International Study*

Ada Comstock Scholars Program

Erika J. Laquer, *Director*
College Hall 32

Student Affairs

Nancy Asai, *Associate Dean for Student Affairs/Residence*
College Hall 24

Career Planning and Alumnae References

Barbara Reinhold, *Director of Career Development Office*
Drew Hall

Medical Services and Student Health

Leslie R. Jaffe, *College Physician and Director of Health Services*
Elizabeth Mason Infirmary, 69 Paradise Road

Transcripts and Records

Patricia O'Neil, *Registrar*
College Hall 6

College Relations

B. Ann Wright, *Chief Public Affairs and College Relations Officer*
Garrison Hall

Advancement

Nancy Harvin, *Acting Chief Advancement Officer*
Alumnae House

Graduate Study

Alan L. Marvelli, *Director*
College Hall 3

School for Social Work

Anita Lightburn, *Dean*
Lilly Hall

Alumnae Association

Carrie Staples Cadwell, *Executive Director*
(413) 584-2985

Academic Calendar, 1998-99

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period.

SEPTEMBER 1998

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

First Semester

Thursday, September 3, 9 a.m.—4 p.m.—Central check-in for entering students

Sunday, September 6, noon—6 p.m., Monday, September 7, 1—4 p.m.—Central check-in for returning students

Monday, September 7, 7:30 p.m.—Opening Convocation

Tuesday, September 8, 8 a.m.—Classes begin

OCTOBER 1998

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

To be announced by the president—Mountain Day (morning and afternoon classes canceled)

Saturday, October 10—Tuesday, October 13—Autumn recess

Friday, October 23—Sunday, October 25—Family Weekend

NOVEMBER 1998

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Tuesday, November 3—Otelia Cromwell Day (afternoon and evening classes canceled)

Monday, November 9—Friday, November 20—Advising and course registration for the second semester of 1998-99

Wednesday, November 25—Sunday, November 29—Thanksgiving recess

DECEMBER 1998

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Tuesday, December 15—Last day of classes

Wednesday, December 16—Friday, December 18—Pre-examination study period

Saturday, December 19—Tuesday, December 22—Midyear examinations

Wednesday, December 23—Sunday, January 3—Winter recess

JANUARY 1999

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 1999

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 1999

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 1999

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 1999

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Interterm Period

Monday, January 4 through Saturday, January 23, 1999

Second Semester

Thursday, January 21—Sunday, January 24—Orientation for entering students

Sunday, January 24, 1–5 p.m., Monday, January 25, 8 a.m.–4 p.m.—Spring check-in for returning students

Monday, January 25, 8 a.m.—Classes begin

Monday, January 25—All-college meeting

Wednesday, February 17—Rally Day exercises
(all classes canceled)

Saturday, March 13—Sunday, March 21—Spring recess

Monday, April 5—Friday, April 16—Advising and course registration for the first semester of 1999–2000
Friday, April 30—Last day of classes

Saturday, May 1—Monday, May 3—Pre-examination study period
Tuesday, May 4—Friday, May 7—Final examinations
Sunday, May 16—Commencement

—: The college is not in session.

The Mission of Smith College

Smith College began more than 125 years ago in the mind and conscience of a New England woman. In her will, Sophia Smith expressed her vision of a liberal arts college for women equal to the best available to men, one which would make it possible "to develop as fully as may be the powers of womanhood." By means of such a college, she wrote, women's "'wrongs' will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased. . . their power for good incalculably enlarged." In this spirit Smith College seeks to provide the finest liberal arts education for women of diverse backgrounds, ages and outlooks who have the ability and promise to meet the demands of an academically rigorous curriculum.

Today Smith College, as the largest liberal arts college for women, is well situated to fulfill its founder's wish to provide such "studies as coming times may develop or demand for the education of women." For its pursuit of the advancement of learning the college is endowed with exceptional resources and facilities, an outstanding faculty and a dedicated staff, and a rich international curriculum. Smith's overall educational purposes are furthered by a number of co-educational graduate programs, and by membership in the Five College Consortium, which offers all our students an abundance of academic, cultural and social advantages.

The Smith faculty has committed itself to two purposes, which it regards as fully complementary. It educates students, and it conducts research in the arts and sciences or engages in the performing or creative arts. The faculty believes that the best undergraduate education is to be fostered by offering a wide range of courses designed to develop students' analytic, creative and expressive powers. Students—advised by the faculty—plan programs of study suited to their individual talents and interests, and thereby share the responsibility for their own education.

Smith students come from throughout the United States and more than 60 countries around the world. They bring to the college an array of talents that allows them to develop and hone intellectual discipline and the habits of inquiry, reflection and criticism necessary for success in their lives and careers. In providing women with a liberal arts education, a broad range of co-curricular activities and a house residential system fostering self-reliance and self-governance, Smith endeavors to produce graduates distinguished by their intellectual capabilities, their capacity for leadership, their ethical values and their readiness to contribute to the betterment of the world. Becoming alumnae, our graduates inspire new generations of students and enhance in many ways the life of the college. Altogether, the Smith community—students, faculty, staff and alumnae—strives to be what its founder envisioned, "a perennial blessing to the country and the world."

History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

The college began more than a hundred years ago in the conscience of a New England woman. The sum of money used to buy the first land, erect the first buildings and begin the endowment was the bequest of Sophia Smith. When she inherited a large fortune at age 65, Sophia Smith decided, after much deliberation and advice, that leaving her inheritance to found a women's college was the best way for her to fulfill the moral obligation she expressed so eloquently in her will:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laureus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system that, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best

colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to more than \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of \$1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to increase faculty salaries substantially and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton also contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of students their sensitivity both to other cultures and to an important new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights movement, the students' rights movement and the anti-war movement take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men, and Yale, Princeton and Dartmouth to accept women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college, the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor

track and tennis facilities. President Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain, reflecting the students' religious and ethnic variety. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In her decade as president, Mary Maples Dunn led the college through exciting and challenging times. During her tenure, the college raised more than \$300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while holding the quality of those applicants steady) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In December 1994 Ruth Simmons was chosen as Smith's ninth president. Trustee Kate Webster said Simmons brings to Smith "a unique blend of organizational and academic experience, intellectual curiosity, energy and a strong commitment to women's education." With a long and distinguished career in higher education behind her, Simmons is the first African-American woman to head any top-ranked American college or university.

Today the college continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, now a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses with their own common rooms, a happy survivor of the original "cottage" plan. The faculty and administration are still composed of both men and women, thus exemplifying a professional community where the two sexes work together with respect. The teaching is still as challenging as it is at the best coeducational colleges. And while Smith's basic curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women—offering majors or interdepartmental programs in computer science, women's studies, Third World development, neuroscience, film studies, Latin American studies, history of the sciences and other emerging fields. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.

The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

Kurt Koffka, Ph.D.

Psychology, 1927–32

G. Antonio Borgese, Ph.D.

Comparative Literature, 1932–35

Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.

English, second semester, 1937–38

Alfred Einstein, Dr. Phil.

Music, first semester, 1939–40; 1949–50

George Edward Moore, D.Litt., LL.D.

Philosophy, first semester, 1940–41

Karl Kelchner Darrow, Ph.D.

Physics, second semester, 1940–41

Carl Lotus Becker, Ph.D., Litt.D.

History, second semester, 1941–42

Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)

Botany, 1942–43

Edgar Wind, Ph.D.

Art, 1944–48

David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.

English, first semester, 1946–47

David Mitrany, Ph.D., D.Sc.

International Relations, second semester, 1950–51

Pieter Geyl, Litt.D.

History, second semester, 1951–52

Wystan Hugh Auden, B.A.

English, second semester, 1952–53

Alfred Kazin, M.A.

English, 1954–55

Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr.

(Hon.)

Astronomy, first semester, 1956–57

Philip Ellis Wheelwright, Ph.D.

Philosophy, second semester, 1957–58

Karl Lehmann, Ph.D.

Art, second semester, 1958–59

Alvin Harvey Hansen, Ph.D., LL.D.

Economics, second semester, 1959–60

Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)

Physics, first semester, 1960–61

Eudora Welty, B.A., Litt.D.

English, second semester, 1961–62

Dénes Bartha, Ph.D.

Music, second semester, 1963–64

Dietrich Gerhard, Ph.D.

History, first semester, 1967–68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)

Chemistry, second semester, 1967–68

Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)

Art, second semester, 1968–69

Robert A. Nisbet, Ph.D.

Sociology and Anthropology, first semester, 1971–72

Louise Cuyler, Ph.D.

Music, second semester, 1974–75

Herbert G. Gutman, Ph.D.

American Studies, 1977–78

Renée C. Fox, Ph.D., Litt.D. (Hon.)

Sociology and Anthropology, first semester, 1980–81

Auguste Anglès, Docteur ès Lettres

French, first semester, 1981–82

Victor Turner, Ph.D.

Religion and Biblical Literature, first semester, 1982–83

Robert Brentano, D. Phil.

History, first semester, 1985–86

Germaine Brée, Ph.D.

Comparative Literature, second semester, 1985–86

Carsten Thomassen, Ph.D.

Mathematics, first semester, 1987–88

Charles Hamilton, J.D., Ph.D.

Government, second semester, 1988–89

Triloki Nath Madan, Ph.D.

Anthropology, first semester, 1990–91

Armstead L. Robinson, Ph.D.

Afro-American Studies, first semester, 1991–92

Sheila S. Walker, Ph.D.

Afro-American Studies, second semester, 1991–92

Roy S. Bryce-Laporte, Ph.D.

Sociology, first semester, 1993–94

Trinh T. Minh-ha, Ph.D.

Women's Studies, second semester, 1993–94

Rey Chow, Ph.D.

Comparative Literature, second semester, 1995–96

June Nash, Ph.D.

Latin American Studies, first semester, 1996–97

Judith Plaskow, Ph.D.

Women's Studies and Jewish Studies, second semester, 1996–97

Irwin P. Ting, Ph.D.

Biological Sciences, first semester, 1997–98

The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their long-standing devotion to Smith College, has been held by the following distinguished scholars:

Charles Mitchell, M.A.

Art History, 1974–75

Felix Gilbert, Ph.D.

History, 1975–76

Giuseppe Billanovich, Dottore di Letteratura Italiana

Italian Humanism, second semester, 1976–77

Jean. J. Seznec, Docteur ès Lettres

French, second semester, 1977–78

Hans R. Guggisberg, D.Phil.

History, first semester, 1980–81

Alistair Crombie, Ph.D.

History of Science, second semester, 1981–82

John Coolidge, Ph.D.

Architecture and Art History, second semester, 1982–83

Howard Mayer Brown, Ph.D.

Music, first semester, 1983–84

Hendrik W. van Os, Ph.D.

Art, first semester, 1987–88

George Kubler, Ph.D.

Art, second semester, 1989–90

Susan Donahue Kuretsky, Ph.D.

Art, second semester, 1991–92

Diane De Grazia, Ph.D.

Art, second semester, 1993–94

Larry Silver, Ph.D.

Art, first semester, 1994–95

Andrée Hayum, Ph.D.

Art, second semester, 1994–95

Mark P.O. Morford, Ph.D.

Classical Languages and Literatures, 1995–96

Kenneth R. Stow, Ph.D.

Jewish Studies, 1996–97

Annamaria Petrioli Tofani, Dottore in Lettere

Art and Italian Language and Literature, first semester, 1997–98

The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing “the *discipline* and *furniture* of the mind: expanding its powers, and storing it with knowledge,” to which was added, “The former of these is, perhaps, the more important of the two.” At many liberal arts colleges today this ideal is understood as implying both *breadth* and *depth* in each student’s course of studies, as well as the acquisition of crucial *skills* in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it “is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it.”

In the spirit of “individual liberty [and] largeness of opportunity” Smith College has since 1970 had no distribution requirements for graduation. In the interest of “discipline” each student must complete a major, to give *depth* to her studies, while to guarantee *breadth* she must take at least 64 credits outside her major. As for “system” the

college assigns each student a faculty member as academic adviser, and strongly recommends that students “pursue studies in the seven major fields of knowledge” listed below. Indeed, for students entering in 1994 or later and graduating in 1998 or later, breadth is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see below, and p. 27). The goal remains today what it was for our early dean, “to train minds to a symmetrical culture, endowed with strength and firmness, stimulated by ambition and a consciousness of freedom, united with an enlightened sense of proportion.”

The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world’s past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

- 1) *Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
- 2) *Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
- 3) *Social science*, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
- 4) *Natural science*, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
- 5) *Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;

- 6) *The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
- 7) *A foreign language*, because it frees one from the limits of one's own tongue, provides access to another culture and makes possible communication outside one's own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Requirements and Expectations

Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course. (The list of such courses, approved by the Committee on Academic Policy, is made available at the time of registration for each semester.) There are *no* further required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least half of her courses outside of the major. Furthermore, students who wish to become eligible for Latin Honors (see p. 27) at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed above. Each student has the freedom and responsibility to choose, with the help of academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student's program requires from 36 to 48 credits (except biochemistry, which requires 53 credits) in a departmental major and 64 credits outside the major department for a total of 128 credits. The remainder of the program, usually 16 to 28 credits, may be elected at the student's discretion, inside or outside the major. The requirements for each major are described at the end of the course listings for each major department.

Each student must select a major in the fall or spring of her sophomore year and is thereafter advised by a faculty member from that major department.

Major programs are offered by the following departments:

Afro-American Studies	German Studies
Anthropology	Government
Art	History
Astronomy	Italian Language and Literature
Biological Sciences	Mathematics
Chemistry	Music
Classical Languages and Literatures	Philosophy
Computer Science	Physics
Dance	Psychology
Economics	Religion and Biblical Literature
Education and Child Study	Russian Language and Literature
English Language and Literature	Sociology
French Language and Literature	Spanish and Portuguese
Geology	Theatre

Interdepartmental majors are offered in the following areas:

American Studies	Latin American Studies
Ancient Studies	Medieval Studies
Biochemistry	Women's Studies
Comparative Literature	

If the educational needs of an individual student cannot be met in any of the specified majors, a student may design and undertake an interdepartmental major in more than one department or program, subject to the approval of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. The subcommittee is chaired by the dean of the senior class. Student-designed majors should differ significantly from existing majors.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates.

The Minor

Students are encouraged to consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology	Logic
East Asian Studies	Marine Sciences
Engineering	Neuroscience
Environmental Science	Political Economy
Ethics	Public Policy
Film Studies	Third World
History of the Sciences	Development
International Relations	Studies
Jewish Studies	Urban Studies

Students also may design their own interdepartmental minors with the advice of two faculty members from more than one department or program. Approval must be granted by each of the departments or programs concerned and by the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy. Student-designed minors should differ significantly from existing minors.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs in African studies and international relations require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

Advising

Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major, usually in the spring of the sophomore year.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

By the end of her sophomore year, a student declares her major and asks a faculty member from that discipline to advise her. The names of major advisers appear after each department's course listings.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a departmental or interdepartmental minor will have the guidance of a faculty adviser who represents the disciplines, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the advisers listed on pages 175–176.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Faculty and staff members who have agreed to serve are: Bill Brandt, director of campus operations and facilities; Ruth Constantine, chief financial officer and treasurer; Chris Hannon, coordinator of public services and head of the reference department, Neilson Library; Mahnaz Mahdavi, Department of Economics; and Gaynelle Weiss, director of the Smith Management Program.

Premedical and Prehealth Professions Advising

Students who wish to prepare for a career in the health professions have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 119 for important information.

Prelaw Advising

The prelaw adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the prelaw adviser about her objectives and her academic program.

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by

moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Programs

Students having a cumulative average of 3.0 (B) may request permission from the administrative board to complete the requirements for the degree in six or seven semesters. Petitions should be filed with the class dean at least two semesters before the expected date of graduation. Four semesters (normally 64 credits), including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year must file her acceleration proposal by the end of the first year. A maximum of 32 credits may be accumulated toward the degree through a combination of Advanced Placement and summer-school credit. Students whose acceleration plans include courses to be taken during Interterm should be aware that these courses are limited both in number and in enrollment, and cannot be guaranteed as part of the acceleration plan.

The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows women of nontraditional age to complete a bachelor of arts degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, special orientation programs, peer advising, a center for the exclusive use of participants in the program, and some housing.

Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

For information about application procedures, see page 47. Information about expenses and how to apply for financial aid can be found on pages 34 and 38. For more information about the Ada Comstock Scholars Program, contact the program office at (413) 585-3090; e-mail, comstock@smith.edu; or fax (413) 585-3595.

Community Auditing: Nonmatriculated Students

Members of the local community are eligible to audit a lecture course at Smith on a space-available basis with the permission of the instructor and the registrar. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. A fee is charged and is determined by the type of course. Studio art courses are not open to nonmatriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Records of audits are not maintained.

Five College Interchange

After the first semester of her first year, a student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student and approved by Smith College. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office. However,

Smith College does not accept all Five College courses for credit toward the Smith degree.

Departmental Honors Program

A departmental honors program allows a student with a strong academic background to study a particular topic in depth or undertake research in the department or program of her major.

Normally, the minimum requirement for eligibility and continued enrollment in the honors program is a B+ (3.3) average for all courses in the major and a B (3.0) average for courses outside the major. Only Smith College, Five College and Smith College Junior Year Abroad grades are counted. Once accepted, a student is expected to make satisfactory progress toward the degree; if she does not, her status as a candidate for departmental honors will be reviewed. The requirements for the honors program follow the description of the major in each departmental course listing. Interested students should discuss the program with the departmental director of honors.

For admission to the honors program, a student submits an application to the departmental director of honors, whom she should consult regarding application deadlines. The director forwards the application and the recommendation of the department to the dean of the senior class, chair of the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy, for final approval.

Students in a student-designed interdepartmental major may apply to enter an honors program in that major. The application for admission to the honors program must include the advisers' approval and is forwarded to the dean of the senior class.

A prospective honors student should provide evidence of a strong academic background and the ability to work independently at the level expected in the program.

Independent Study Projects/ Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on

Academic Policy, and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. The maximum that may be granted for an on-campus project is 16 credits. Any independent study project must be completed within a single semester. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information about the Independent Study Program is available in the Office of Class Deans and the Ada Comstock Scholars Office. No independent study project may be undertaken during the summer or January.

An internship on or off campus can be proposed by sophomores, juniors and seniors. All internships for credit must be approved in advance by the Committee on Academic Policy and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information and applications for internships are available in the Office of Class Deans or the Ada Comstock Scholars Office.

No more than 16 credits for independent study projects and internships are allowed.

Smith Scholars Program

The Smith Scholars Program allows students to spend one or two years working on projects of their own devising, freed in varying degrees from normal college requirements. Though highly selective, the program is aimed at a wide variety of students: those who are unusually creative, those who are unusually well prepared to do independent work in a particular academic discipline, those who are committed to either a subject matter or an approach that cuts across conventional disciplines and those who have the ability to translate experience gained in work done outside the college into academic terms.

A student may apply at any time after the first semester of her sophomore year, but no later than April 30 of her junior year. The student submits to

the Subcommittee on Honors and Independent Programs of the Committee on Academic Policy a detailed statement of her program and project, two supporting recommendations from instructors who have taught her in class and an evaluation of her proposal and of her capacity to complete it from the faculty members who will advise her.

The proportion of work to be done in normal courses by a Smith Scholar will be decided jointly by the student, her adviser(s) and the subcommittee. Work done in the program may result in a thesis, a group of related papers, an original piece of work such as a play or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from department chairs, honors directors, the class deans and the director of the Ada Comstock Scholars Program.

Study Abroad Programs

Smith College offers a wide range of study abroad programs, from the Smith-run programs in Western Europe, to consortial and independent study abroad programs all over the world. For the Smith Junior Year Abroad (JYA) programs in Florence, Hamburg, Geneva and Paris, a JYA program application must be filed by February 1 in the Office for International Study. Students must file the applications for consortial programs in China, India, Japan, Rome, Russia and Spain with the Office for International Study by February 1. For all other Smith-approved independent study abroad programs, students must contact the Office for International Study by February 15 for approval of their plan. Following this approval, program applications must be mailed by the student directly to the program by the deadline set by the program.

Financial aid eligibility applies to the Smith Junior Year Abroad programs, the Associated Kyoto Program and the PRESHCO program in Spain for all students. Information on financial aid policy for all other consortial and independent study abroad programs is available by request from the Office for International Study.

All students who wish to study abroad must obtain approval from the Committee on Study Abroad by submitting applications by the above deadlines. Normally, students must have a cumulative GPA of

3.0 and no shortage of credit at the time of application. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College.

Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines with the opportunity for study, research, internships and residence in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). The programs provide a rich opportunity to observe and study the countries visited. The immediate knowledge of the cultural heritage of another country with its contemporary economic and social problems affords students an awareness of values and an understanding of our own country's relation to issues that confront the world today. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students board with local families, or live in student dormitories or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Each Smith JYA program lasts a full academic year; students are not accepted for a single semester. A student studying on a Smith College Junior Year Abroad Program is required to carry at least 34 credits for the academic year and may carry no more than 38 credits. In exceptional cases, with the permission of the director and the associate dean for international study, students may earn 40 credits for a year on a Smith Junior Year Abroad Program.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. During vacations the college assumes no responsibility for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Candidates must have a minimum cumulative grade point average of 3.0 (B), a declared major

and a minimum of two years of college-level instruction in the appropriate language before they can be selected to spend the year abroad. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

Each year, participants for the Junior Year Abroad programs are selected by a special committee which reviews the applications in detail. The selection process is competitive. Participants are selected from both Smith College and other colleges. All applications for the Smith College Junior Year Abroad Programs, including recommendations, must be filed with the Office for International Study by February 1.

For all programs, the comprehensive fee covering tuition, room and board when classes are in session is the same as the comprehensive fee for a year's study in Northampton. Students are responsible for all expenses and all travel during vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

If a student should withdraw from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room which may be recovered by the college. Tuition charges for the year are not refundable. Normally, students who withdraw from a Junior Year Abroad Program are considered withdrawn from Smith and may not return to the college the following semester.

FLORENCE

The year in Florence begins with six weeks of intensive work in the Italian language. Classes in art history, literature and history are offered during orientation as preparation for the more specialized work of the academic year. At the beginning of November the students are matriculated at the Università di Firenze together with Italian students. Students may elect courses offered especially for Smith by university professors at the Smith Center, as well as the regular university courses. Thus, a great variety of subjects is available in addition to

the traditional courses in art history, literature and history; other fields of study include music, religion, government, philosophy and comparative literature. The students live in private homes selected by the college. Since classes in Florence are conducted entirely in Italian, students are expected to have an excellent command of the language. Sixteen credits of college-level Italian are required for participation.

GENEVA

The year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international relations, comparative literature, French studies, anthropology, psychology, American studies, East Asian studies, sociology, history of art and religion. Students are fully matriculated at the Université de Genève and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include internships in international organizations, the faculty of psychology and education that continues the work of Jean Piaget, and the rich holdings of the museums of Geneva in Western and Oriental art.

Students in the program attend a preliminary session of intensive language training in Geneva in September. The academic year begins in mid-October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. For prerequisites, see the requirements for study abroad under French Language and Literature.

HAMBURG

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a six-week vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to the city of Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the Universität Hamburg. They attend regular

courses offered by the university, special courses arranged by Smith and tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, history, history of science, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology. Since classes in Hamburg are conducted in German, students are expected to have an excellent command of the language; normally, four semesters of college German are required for participation in the program.

PARIS

The program in France begins with a six-week period devoted to intensive work in the language, supplemented by courses, lectures and excursions. In early October, each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the Université de Paris; for example, art history at the Institut d'Art et d'Archéologie; studio art at the Atelier St. Paul; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language. For prerequisites, see the requirements for study abroad under French Language and Literature.

Consortial Study Abroad Programs

Students may also apply to participate in one of the six consortial programs in Japan, China, Rome, Spain, Russia or India.

Students applying to consortial programs must have a minimum grade point average of 3.0 (B), meet the language requirements of the respective program and have declared a major. The consortial program application must be filed with the Office for International Study by February 1 for study during the following academic year. Smith will forward applications to the consortial programs.

ASSOCIATED KYOTO PROGRAM (AKP)

Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Normally, participants must have completed at least two years of college Japanese. Interested students should consult the director of East Asian studies or the AKP campus representative. Applications are due in the Office for International Study no later than January 29.

DUKE STUDY IN CHINA PROGRAM

Administered by Duke University, this six-month program runs from June through December. It combines study at two different locations in China: an eight-week summer course of intensive language study in Beijing, and a fall semester in Nanjing. It also includes approximately four weeks of educational travel within China. Participants must have completed at least one year of Chinese language study. Interested students should consult with the director of the East Asian Studies program or the Duke in China campus representative. Applications are due in the Office for International Study no later than February 1.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME (ICCS)

Qualified majors in classics, ancient studies and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English. Admission is competitive. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek. Interested students should consult the Department of Classical Languages and Literatures. Students must submit their ICCS applications to the Office for International Study by February 1 for both fall and spring semesters.

PROGRAMA DE ESTUDIOS HISPÁNIOS EN CÓRDOBA (PRESHCO)

Córdoba, Spain, is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries and the social and political movements of the 19th and 20th centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese or the PRESHCO campus representative. Students must submit their PRESHCO application to the Office for International Study by February 1 for both fall and spring semesters.

SOUTH INDIA TERM ABROAD (SITA)

Administered by Bowdoin College, SITA allows two Smith students per year to participate in their program in Madurai. Students applying must prove a serious interest in issues related to the culture and history of a developing country such as India. Interested students must consult with Dennis Hudson, professor of religion. SITA applications are due in the Office for International Study no later than February 1.

RUSSIA

Through the Middlebury College School in Russia, students can study for a year at selected universities in Moscow, Voronezh, Yaroslavl and Irkutsk. The program is designed for a wide variety of majors with at least two years of Russian. A week-long orientation in Moscow offers lectures on the culture and educational system of Russia as well as day trips around Moscow. Smith students live in dormitories with Russian roommates or with host families. During the year, students take a one-week group excursion and a week of vacation travel on their own. Internships and volunteer opportunities are available at all four university locations. Applications are due in the Office for International Study no later than February 1.

Independent Study Abroad

Students may also apply for permission to study abroad on programs and at foreign universities that have been approved by the Committee on Study Abroad. A list of approved programs is available from the Office for International Study along with

the guidelines for independent study abroad. Students wishing to petition for approval for a program not approved by Smith must do so in the semester prior to the deadline for independent study abroad. To be eligible for Independent Study Abroad students should have: 1) a minimum cumulative grade point average of 3.0 (B), 2) a declared major and 3) ordinarily at least one year of college-level instruction in the language of the country (if the language is other than English). Only students who have applied successfully for college approval by February 15 will be eligible for financial aid. Information on the financial aid policy for independent study abroad programs is available from the Office for International Study.

Other Off-Campus Study Programs

Study at Historically Black Colleges

Interested students may apply for a year's study, usually in the junior year, at one of several historically black colleges. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College. Further information and application forms are available in the Office of the Class Deans.

Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton and Williams. The exchange is open to a limited number of students with a minimum 2.8 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams-Mystic Sea-

port Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College.

Application forms are available in the class deans' office.

Pomona-Smith Exchange

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 232.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on pages 77-78.

The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports more than 90 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

With a collection of books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases well in excess of one million items, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with first-hand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries at no cost through our international interlibrary loan service. Library computer systems include the Five College Online Catalog for the libraries at Smith as well as at Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts at Amherst; the CD-ROM network of computerized periodical indexes; and the Internet, an international network of databases.

The William Allan Neilson Library, named after Smith's third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases more than 25,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the Sophia Smith Collection, the oldest national repository for primary sources in women's history; the College Archives, which documents the history of Smith; and the Nonprint Resources Center, which collects all kinds of video materials, provides production and viewing facilities and coordinates projectionist services.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches, described in sections below, are the Hillyer Art Library in the Fine Arts Center, the Young Science Library in Bass Hall (Clark Science Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

Academic Year Hours for Neilson Library

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–11 p.m.
Sunday	10 a.m.–midnight

Hours vary during reading and exam periods, intersession, vacations and holidays.

Clark Science Center

The Clark Science Center is composed of five interconnected buildings housing eight academic departments—astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology—with approximately 80 faculty and 20 staff. The center, which includes Burton, Sabin-Reed, McConnell and Bass halls and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space. The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services and an animal-care facility. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 136,000 volumes, 19,700 microforms, 700 periodical subscriptions, and 150,000 maps, and provides a wide array of computer databases and other electronic resources including access to the Internet from 15 computer workstations. Student laboratories customarily enroll between 12 and 20 students and are faculty taught. Summer student research opportunities are available.

In addition to on-campus astronomy facilities, including a rooftop observatory equipped with a

14-inch Schmidt-Cassegrain reflector and several small telescopes, Smith also has an observatory in West Whately that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

Young Science Library hours

Monday–Thursday	7:45 a.m.–11 p.m.
Friday	7:45 a.m.–10 p.m.
Saturday–Sunday	10 a.m.–10 p.m.

Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C. to the present. Students have the opportunity to work directly with the staff and collection through seminars given in the museum, the Gallery Assistants Program, special studies and work study. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its 11 studios for students of drawing, painting, design, sculpture, printmaking and photography are supplemented by darkroom facilities, faculty offices, classrooms and the Hillyer Art Library with more than 77,000 volumes and 35,000 microforms. A separate Visual Resources Center has almost 100,000 photographs and images. Graham Hall is a large auditorium used for lectures and special media presentations. Between Tryon Hall and Hillyer Hall is the Elizabeth Mayer Boeckman '54 Sculpture Courtyard, an outdoor gallery of the museum.

Art Library hours

Monday–Thursday	8 a.m.–11 p.m.
Friday	8 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–midnight
June–August:	
Monday–Friday	10 a.m.–4 p.m.

Museum hours

Tuesday, Wednesday, Friday and Saturday	9:30 a.m.—4 p.m.
Sunday	noon—4 p.m.
Thursday	noon—8 p.m.

July and August:

Tuesday—Sunday	noon—4 p.m.
Mondays	closed

Holidays:

January 1, July 4, Thanksgiving, Christmas Eve
and Christmas Day closed

Open hours may vary around holidays; please call
before visiting.

Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 80,600 books and scores and 51,400 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Newly renovated Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours

Monday—Thursday	8 a.m.—11 p.m.
Friday	8 a.m.—9 p.m.
Saturday	10 a.m.—9 p.m.
Sunday	noon—11 p.m.

Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the Center for Foreign Languages and Cultures, the Jahnige Social Science Research Center with 24 computer terminals and more than 500 data sets, the conference lounge and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.

Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a state-of-the-art multi-media resource center (Wright Hall 7) and media classroom (Wright 233), housing a network of student workstations with integrated computer, audio and video components for the study of foreign language, culture and literature. In the center, students may explore foreign cultures with the aid of interactive video discs and tapes, digitized video and audio and CALL (computer assisted language learning) programs. The center also supports the Audio Tape Library (window outside Wright 6), where students may check out audiocassettes for over 30 courses in 10 foreign languages. Faculty members may receive assistance at the center in evaluating commercial courseware, in creating original interactive audio and video as well as CALL materials, or in organizing research projects in the field of second language acquisition.

Center Hours

Monday—Thursday	8:30 a.m.—noon 1—6 p.m. 7—11 p.m.
Friday	8:30 a.m.—noon 1—5 p.m.
Saturday	1—5 p.m.
Sunday	1—5 p.m. 7—11 p.m.

Information Systems

Information Systems' academic facilities span the campus, with public computing labs in several buildings and a campus-wide fiber-optic network allowing computer access from all buildings and

residential houses. Resources, which are continually expanding, include more than 400 IBM-compatible and Macintosh computers used for word processing, graphics, numerical analysis, electronic mail and access to the Internet; and a cluster of UNIX minicomputers, used for statistical analysis, computer programming, electronic communications and other class assignments. In addition, Information Systems administers the Smith College Computer Store, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers and printers in the resource centers, nor do Smith students need to be enrolled in a course using computers to have access to them. For a nominal connection fee, students living on campus also have access to Smith's computer resources through CyberSmith, the residential house network.

Jacobson Center for Writing, Teaching and Learning

From its offices in Seelye 307, the Jacobson Center offers a variety of programs to help students develop skills in writing and effective learning. A staff of professional writing counselors is available to review student drafts, point out strengths and weaknesses, listen to new ideas and make suggestions for improvement. In the evenings and on weekends the same services are provided by student writing assistants stationed in the center and other campus locations. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with student tutors who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by substantial numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing Honors essays. The Jacobson Center also offers workshops in time management and study skills. It maintains a library of resources on improving teaching skills for faculty members and, in conjunction with the dean for academic development, sponsors an extensive program of colloquia for faculty on teaching issues.

Athletic Facility Complex

Just as Alumnae Gymnasium was the "state of the art" gymnasium back in 1892 when women's basketball was first introduced, today's three-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, weight room with Eagle and free weights, training room and the Human Performance Laboratory. The newer Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, six squash courts overlooked by a two-court gallery and an intercollegiate gymnasium. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track. The facilities of the sports complex are augmented by 30 acres of athletic fields. Soccer, lacrosse, field hockey, rugby and softball fields are encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the new indoor riding ring while the avid tennis competitor will find the 12 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is open for novice rowers or canoe paddlers.

Ainsworth/Scott Gymnasium and Indoor Track and Tennis Facility

Monday–Thursday	6 a.m.–11 p.m.
Friday	6 a.m.–9 p.m.
Saturday–Sunday	8 a.m.–9 p.m.

Student Residence Houses

Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 35 residence buildings with capacities of 10 to 100 students. The houses range in architectural style from modern to Gothic to classic revival. Each house has a comfortable living room, a study or library and laundry facilities. Many houses have a dining room where students eat meals prepared by the house kitchen staff or they share a dining room with other houses within the same geographic area. The houses provide a homelike atmosphere and supportive climate for learning. All four academic

classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interests. A small cooperative house and an apartment complex for a limited number of juniors and seniors offer alternative living arrangements to students.

Intercollegiate Athletics, Intramurals and Club Sports

A three-tier system of intercollegiate athletics, intramurals and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. House-organized intramural teams offer intense rivalries while our club sports introduce training in several sports. These experiences provide opportunities to compete as well as to cooperate with others in striving for achievement of common goals.

Career Development

The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We hold seminars, workshops and panel discussions that cover internships, career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, applying to graduate and professional schools and summer jobs. We teach people of all ages how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; how to present themselves effectively; and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research.

We encourage all members of the Smith community to participate in their own career development. We are a network that allows students to

translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. Alumnae and families of staff and faculty are charged a small fee for individual counseling appointments and various publications and self-assessment materials, but there is no charge for the use of print and non-print materials or for short drop-in advising sessions. Smith employees pay no fee for individual counseling. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee." Students, staff and alumnae are encouraged to visit the CDO home page at <http://www.smith.edu/cdo> for updated calendar and career resource connections. Students in all four classes are also encouraged to register for Ultimate Access, the CDO on-line listing of internships and jobs.

Health Services

Health Services provides medical and psychological services and health education for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home.

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We offer a full range of outpatient services to our patient population, including gynecological exams and testing, nutrition counseling, routine physicals for summer employment and graduate school, immunizations for travel, flu and allergies, and on-site laboratory services.

Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college providers. There is a charge for this care for those students not electing to enroll in one of the Smith College insurance plans. In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation.

The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation. These services are strictly confidential and are available to all students free of charge.

The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Students may work collaboratively with the health educator as peer educators.

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs may be required to have a physical exam by a college practitioner first.

Religious Expression

The dean of religious life has overall responsibility for encouraging and developing the many different expressions of religious life and ethical concern that characterize a pluralistic community like Smith's. Assisting the dean are the director of S.O.S. (the Service Organizations of Smith) and three chaplains to the college, each of whom serves as an adviser to one of the major religious communities. The chaplains are dedicated to a spirit of mutual respect and interfaith collaboration. They organize weekly ser-

vices in Jewish, Protestant and Catholic traditions and advise many of the religious organizations that meet in the chapel. These include the Hillel Foundation, the Protestant Ecumenical Christian Church and the Newman Association, as well as the Chapel House Representatives, the Interfaith Council and the Heads of the Religious Organizations. They also work to facilitate the activities of Om, the Hindu organization; Al-Iman, the Muslim student organization; the Buddhist Meditation Group; and many others. Other student religious groups, including the Inter-Varsity Christian Fellowship, the Keystone Campus Crusade for Christ, the Baha'i Fellowship, a Five College Christian Science organization, the Korean Christian Church, the Episcopal/Lutheran Fellowship and the Association of Smith Pagans, are all welcome to use the facilities of the chapel and to coordinate their activities through chapel offices.

A vigorous musical life goes on at the chapel as well. The College Choirs Alpha and Omega, the Handbell Choir, the Smith All People's Gospel Choir, the College Glee Club and other organizations are heard during worship services on Sunday morning and Sunday afternoon. The chapel also houses an Aolian-Skinner pipe organ and a smaller tracker organ in its sanctuary. Both are used for teaching, as well as performance by the college organist and by music students.

A number of other programs occur in the chapel, including an ongoing series titled "Contemplation and Action." Religious expression may also be given shape through drama, art exhibits, dance performances and other media of expression.

A kosher co-op in Dawes House is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

The Service Organizations of Smith provide an exciting and extensive program of voluntary service opportunities and internships in community agencies.

It is a matter of college policy that any student who is unable because of religious observances to attend classes or to participate in an examination, study or work requirement on a particular day will be excused from such activities without prejudice and will be given an opportunity to make them up, provided such make-up examinations or work does not create an unreasonable burden on the college. No fees will be charged for rescheduling examinations.

The Student Body

Summary of Enrollment, 1997-98

UNDERGRADUATE STUDENTS

	Class of 1998	Class of 1999	Class of 2000	Class of 2001	Ada Comstock Scholars	Totals
Northampton area ¹	661 ²	405	638	659	153	2,516
Not in residence ³	23 ⁴	253	21	0	4	301

Five College course enrollments at Smith:

First semester	487
Second semester	533

GRADUATE STUDENTS

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	74	32	14

1. Guest students are included in the above counts.

2. This includes 73 Ada Comstock Scholars.

3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 27 Smith students and one guest student in Paris; nine Smith students and four guest students in Hamburg; 26 Smith stu-

dents and five guest students in Geneva; and 19 Smith students and one guest student in Florence.

4. This includes two Ada Comstock Scholars.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 1991 was 85 percent by May 1997. (The period covered is equal to 150 percent of the normal time for graduation.)

Geographical Distribution of Students, 1997-98

UNITED STATES		Virgin Islands	1	Peru	1
Alabama	5	Virginia	50	Philippines	9
Alaska	7	Washington	84	Poland	2
Arizona	16	West Virginia	10	Republic of Korea (South)	28
Arkansas	4	Wisconsin	15	Romania	2
California	231	FOREIGN COUNTRIES		Russia	2
Colorado	27	Albania	1	Senegal	1
Connecticut	139	Australia	1	Singapore	8
Delaware	8	Bahrain	1	Slovakia	1
District of Columbia	13	Bangladesh	6	South Africa	2
Florida	59	Bolivia	1	Spain	1
Georgia	23	Botswana	1	Sri Lanka	1
Guam	3	Brazil	2	Sweden	1
Hawaii	11	Brunei	1	Switzerland	3
Idaho	4	Bulgaria	6	Taiwan	3
Illinois	61	Canada	11	Thailand	1
Indiana	23	Colombia	1	Trinidad and Tobago	2
Iowa	17	Croatia	2	Turkey	5
Kansas	8	Czech Republic	1	Ukraine	1
Kentucky	11	Egypt	1	United Arab Emirates	2
Louisiana	9	England	4	Zambia	1
Maine	36	France	2	Zimbabwe	1
Maryland	55	Germany	6		
Massachusetts*	550	Ghana	5		
Michigan	36	Greece	6		
Minnesota	47	Hong Kong	7		
Mississippi	5	India	22		
Missouri	15	Indonesia	3		
Montana	5	Israel	1		
Nebraska	2	Italy	2		
Nevada	2	Jamaica	1		
New Hampshire	65	Japan	18		
New Jersey	105	Kenya	3		
New Mexico	13	Kuwait	1		
New York	304	Lithuania	1		
North Carolina	19	Macedonia	1		
North Dakota	7	Malaysia	9		
Ohio	55	Malta	1		
Oklahoma	9	Mexico	1		
Oregon	30	Nepal	1		
Pennsylvania	99	Netherlands	3		
Rhode Island	20	Netherlands Antilles	1		
South Carolina	18	Nigeria	2		
South Dakota	1	Norway	2		
Tennessee	10	Oman	4		
Texas	57	Pakistan	14		
Utah	9	People's Republic of China	9		
Vermont	65				

* This includes Ada Comstock Scholars who move to Northampton for the purpose of their education.

Majors, 1997–98	Class of 1998		Class of	Ada Comstock	Totals
	(Honors)	(Srs.)	1999	Scholars	
Government	4	84	72	5	165
Psychology	4	69	61	12	146
Art					
Architecture & Urbanism	0	3	6	2	11
Art History	1	23	21	7	52
Studio Art	3	21	29	7	60
Economics	5	59	55	1	120
English Language and Literature	4	54	48	14	120
Biological Sciences	4	49	45	6	104
History	4	34	31	0	69
Sociology	1	28	30	3	62
American Studies	1	28	11	8	48
Anthropology	0	16	24	4	44
French					
French	0	4	0	0	4
French Language & Literature	0	4	8	0	12
French Studies	0	8	19	0	27
Biochemistry	5	22	9	0	36
Women's Studies	4	17	13	2	36
Theatre	0	11	19	4	34
Mathematics	1	16	14	0	31
Philosophy	6	10	13	1	30
Religion & Biblical Literature	1	16	9	2	28
Chemistry	3	8	16	0	27
Education & Child Study	0	18	7	1	26
Computer Science	1	8	12	1	22
Latin American Studies	0	10	12	0	22
Comparative Literature	1	10	8	1	20
Italian Language & Literature	2	8	9	0	19
Geology	2	7	7	1	17
Music	1	8	7	0	16
Spanish & Portuguese					
Latin-American Literature	1	3	2	0	6
Portuguese-Brazilian Studies	0	0	1	0	1
Spanish	0	2	6	0	8
Spanish & Portuguese	0	1	0	0	1
Neuroscience	1	5	7	0	13
East Asian Studies	1	6	4	0	11
Russian Language & Literature					
Russian Civilization	0	3	2	0	5
Russian Literature	0	3	3	0	6
Afro-American Studies	1	1	7	1	10
Dance	1	4	5	0	10
Classics					
Classical Studies	0	1	0	0	1
Classics	2	2	3	0	7
German Studies					
German Cultural Studies	0	2	2	1	5
German Language & Literature	0	0	1	0	1
German Literature Studies	0	0	2	0	2
Medieval Studies	2	5	1	0	8
Physics	1	3	3	0	7
Sociology and Anthropology	0	2	4	1	7
Smith Scholar	0	2	1	0	3
Urban Studies	0	1	1	0	2
Astronomy	0	1	0	0	1
Cultural Geography	0	1	0	0	1
Cultural & Political Studies	0	0	1	0	1
East Asian Languages & Literatures	0	0	1	0	1
Education	0	0	0	1	1
Environmental Policy	0	1	0	0	1
Contemporary European Studies	0	0	1	0	1
Jewish Studies	0	0	1	0	1
Comparative Linguistics	1	0	0	0	1
Logic	0	0	1	0	1
Society and the Moving Image	0	1	0	0	1



Academic Achievements, Prizes and Awards

Academic Achievements

Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors

Latin Honors are awarded to graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded *cum laude*, *magna cum laude* or *summa cum laude* on the basis of meeting eligibility requirements and of a very high level of academic achievement.

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on pp. 7–8 (applies to those students who begin at Smith in September 1994 or later and who graduate in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 69 for a listing

of the designations used for the major fields of knowledge).

Please note that *one year* of an introductory language course or one course at a higher level satisfies the foreign language Latin Honors requirement. Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level) to satisfy the “foreign language” part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Non-native speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language.

Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. Departmental honors students must also fulfill *all college and departmental requirements*.

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation “Honors,” “High Honors” or “Highest Honors” in the student’s major subject.

First Group Scholars

Students whose records for the previous year include at least 28 credits graded A– or better and

who have no grades below B— are named First Group Scholars. Those named generally represent the top 10 percent of the class.

The Dean's List

The Dean's List for each year consists of those students whose total records for the previous academic year average 3.333 or above and include at least 24 credits for traditional-aged undergraduates or 16 credits for Ada Comstock Scholars.

Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

Elections are held twice a year. In the autumn, a few seniors are elected on the basis of their academic records from the sophomore and junior years. Sixty-four credits must be in the calculation of the GPA. Only Smith, Five College and Smith Junior Year Abroad grades count. At the end of the spring semester, more seniors are elected, these on the basis of the records from their final three years.

Candidates for election in the autumn of the senior year must have completed at least one four-credit semester course in each of the three divisions; candidates at the end of the senior year must have completed at least two such courses in each division. Non-Smith courses may qualify in this distribution requirement.

For students who enter Smith College in September 1994 or later, and who graduate in 1998 or later, the distribution requirements for Phi Beta Kappa will be precisely the same as the college's requirements for Latin Honors. Candidates for election in the autumn of the senior year will have

to have completed the identical distribution requirements by the end of the junior year. Students and faculty may consult with the president or the secretary of the chapter for more information.

Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

Prizes and Awards

The **Academy of American Poets Poetry Prize** for the best poem or group of poems submitted by an undergraduate

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry

The **American Chemical Society Award** to a junior chemistry major who has excelled in analytical chemistry

An award from the **American Institute of Chemists/Massachusetts Division** to an outstanding chemist or chemical engineer in the graduating class

The **Anita Luria Ascher Memorial Prize** to the student who has shown the most progress in German during the year

The **Elizabeth Babcock Poetry Prize** for the best group of poems

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class

The **Gladys Lampert '28 and Edward Beenstock Prize** to a student who excels in either American history or American studies

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics

The **Samuel Bowles Prize** for the best paper on an anthropological subject

The **Samuel Bowles Prize** for the best paper in economics

The **Samuel Bowles Prize** for the best paper on a sociological subject

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community

The **John Everett Brady Prize** for the best performance in the beginning Latin course; and in translation at sight

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college

The **David Burres Memorial Law Prize** to a senior or an alumna accepted at law school intending to practice law in the public interest

The **C. Pauline Burt Prize** to a senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science

The **James Gardner Buttrick Prize** for the best essay in the field of religion and Biblical literature

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy*

The **Carlile Prize** for the best original composition for carillon

The **Julia Harwood Caverno Prize** for the best performance in the beginning Greek course; and for excellence in Greek

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in the traditional verse form

The **Sidney S. Cohen Prize** for outstanding work in the field of economics

The **Jill Ker Conway Scholarship** to a member of the sophomore class who will be on campus for the junior year, awarded on the basis of academic excellence, work experience and meaningful involvement in community service

The **Alison Loomis Cook Prize** to a student who has made a very significant contribution to the college community and to those with whom she has been in personal contact

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry

The **Merle Curti Prize** for the best piece of writing on any aspect of American civilization

The **Dawes Prize** for the best undergraduate work in political science

The **Alice Hubbard Derby Prize** to a member of the junior or senior class for excellence in the study of Greek literature

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best honors thesis; for the best classroom essay; and for fiction

The **Amanda Dushkin Prize** to a student who has maintained a high academic record and who has participated in extracurricular activities

The **Hazel L. Edgerly Prize** to a senior honors history student for distinguished work in that subject

The **Constance Kambour Edwards Prize**, established by her parents, Ada and George Kambour, to the student who has shown the most progress during the year in organ

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year or sophomore

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre

The **Settie Lehman Fatman Prize** for the best composition in music in small form

The **Heidi Fiore Prize** to a senior student of singing

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection and the Smith College Archives

The **Harriett R. Foote Memorial Prize** for outstanding work in botany based upon a paper, course work or other contribution to the plant sciences at Smith

The **Henry Lewis Foote Memorial Prize** for excellence in course work in Biblical courses

The **Clara French Prize** to a senior who has advanced farthest in the study of English language and literature

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major

The **Ida Deck Haigh Memorial Prize** to a student of piano for distinguished achievement in performance and related musical disciplines

The **Sarah H. Hamilton Memorial Prize** for an essay on music

The **Arthur Ellis Hamm Prize** awarded on the basis of the best first-year's record

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer

The **James T. and Ellen M. Hatfield Memorial Prize** for the best short story by a senior majoring in English

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject

The **Ettie Chin Hong '36 Prize** to a senior majoring or minoring in East Asian Languages and Literatures who has demonstrated leadership and academic achievement and who intends to pursue a career in education or service to immigrant and needy communities

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke or Smith colleges or the University of Massachusetts

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture

The **Barbara Jordan Award** to an African-American student or alumna undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936–1996)

The **Mary Augusta Jordan Prize**, an Alumnae Association award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas

The **John and Edith Knowles Memorial Award** to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and humane critic of her chosen profession

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy

The **Norma M. Leas, Class of 1930, Memorial Prize** to a graduating English major for excellence in written English

The **Phyllis Williams Lehmann Travel Award** to a senior majoring in ancient studies with emphasis on the history of art, intending to pursue the study of classical art at the graduate level

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris

The **Barbara A. Liskin M.D., Class of 1974, Prize** to an outstanding Smith senior psychology major interested in the field of psychiatry

The **Jill Cummins MacLean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance

The **Emogene Mahony Memorial Prize** for the best essay on a literary subject written by a first-year student; and the best honors thesis submitted to the Department of English Language and Literature

The **Emogene Mahony Memorial Prize** for proficiency at the organ

The **Jeanne McFarland Prize** for excellent work in Women's Studies

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy

The **Bert Mendelson Prize** to a sophomore for excellence in computer science; and to a senior majoring in computer science for excellence in that subject

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college

The **Mineralogical Society of America Undergraduate Award** for excellence in the field of mineralogy

The **Elizabeth Montagu Prize** for the best essay on a literary subject concerning women

The **Multicultural Award of the Office of Minority Affairs** to a senior who has made a major contribution toward promoting diversity and understanding of multiculturalism in the Smith community

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life

The **Newman Association Prize** for outstanding leadership, dedication and service to the Newman Association at Smith College

The **Josephine Ott Prize**, established in 1992 by former students and friends, to a junior in Paris or Geneva for her commitment to the French language and European civilization

The **Arthur Shattuck Parsons Memorial Prize** to the student with the outstanding paper in sociological theory or its application

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics

The **Sarah Winter Pokora Prize** to a senior who has excelled in athletics and academics

The **Judith Raskin Memorial Prize** for the outstanding senior voice student

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures

The **Eleanor B. Rothman Prize** to a graduating Ada Comstock Scholar who will pursue a graduate degree and who has shown an interest in the Ada Comstock Scholars Program and in Smith College

The **Department of Russian Prize** for the best essay on Russian literature by a senior majoring in Russian

The **Victoria Louise Schragger Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities

The **Larry C. Selgelid Memorial Prize** for outstanding work in economics by a Smith senior

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies

The **Andrew C. Slater Prize** for excellence in debate; and for most improved debater

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre

The **Smith Council of the Society Organized Against Racism Prize** to the student whose community service and academic program have furthered understanding of cultures, communities and individuals who have historically borne the brunt of racism

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose; and for excellence in writing fiction

The **Nancy Cook Steeper '59 Prize** to a graduating senior who, through involvement with the Alumnae Association, has made a significant contribution to building connections between Smith alumnae and current students

The **Valeria Dean Burgess Stevens Prize** for excellent work in Women's Studies

The **Mary Ellen Szmekowiak Prize** awarded on the basis of merit to a premedical student enrolling in medical school

The **William Sentman Taylor Prize** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences

The **Rosemary Thomas Poetry Prize** for the best group of poems; and for the best individual poem

The **Tryon Prize** to a Smith or Five College undergraduate for the best essay on a work or works of art in the museum's permanent collection

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies

The **Anacleto C. Vezzetti Prize** to a senior for the best piece of writing in Italian on any aspect of the culture of Italy

The **Karel Fierman Wahrsager Award in Sociology** to a student who has demonstrated a high level of scholarship, intellectual poise and leadership

The **Ernst Wallfisch Prize** to a student of music for outstanding talent, commitment and diligence

The **Louise M. Walton Prize** to an Ada Comstock Scholar studying art history or studio art whose dedication to the field is notable

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics

The **Jochanan H.A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

The **Jean Wilson Prize** for a research paper in an upper-level history course on a topic in British history



Fees, Expenses and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by en-

dowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. Our average financial aid award, which includes a grant, loan and campus job, is in excess of \$17,300, and 53 percent of our student body qualifies for need-based aid.

1998–99 Comprehensive Fee (required institutional fees)

	Fall Semester	Spring Semester	Total
Tuition	\$10,840	\$10,840	\$21,680
Room*	1,700	1,700	3,400
Board*	2,080	2,080	4,160
Student activities fee	88	88	176
Comprehensive fee	\$14,708	\$14,708	\$29,416

* Room and board will be billed as a combined charge of \$3,780 each semester, or a total of \$7,560 for 1998–99.

Statements showing semester fees are mailed on or about July 10 and December 10. Payment of charges for the fall semester is due August 5 (September 2 for international students); payment for spring semester is due January 5 (February 2 for international students). Checks should be made payable to Smith College. Balances that remain unpaid after the due dates may be subject to late fees. Non-payment of fees may prevent a student from participating in the house decision process, registering for classes and receiving official grade transcripts or diplomas.

Smith College is pleased to offer a variety of financing options, which are described on pages 40–42.

A student will incur certain additional expenses during the academic year which will vary according to each family's accustomed standard of living. A student should be prepared to spend approximately \$575 on books and supplies, in addition to personal, recreational and miscellaneous expenses and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

FEE FOR NONMATRICULATED STUDENT

Per course for credit \$2,720

FEES FOR ADA COMSTOCK SCHOLARS

Application fee \$50

Transient Housing

Room only (per night) \$240

Room and full meal plan (per night) \$595

Tuition per semester

1–7 credits \$680 per credit

8–11 credits \$5,440

12–15 credits \$8,160

16 or more credits \$10,840

STUDENT ACTIVITIES FEE

The \$176 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

1998–99 Optional Fees

STUDENT MEDICAL INSURANCE—\$796

The \$796 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. Massachusetts law requires that each student have adequate health insurance, so Smith College offers a medical insurance plan through Koster Insurance. Details about the insurance are mailed during the summer. A student is automatically billed for insurance, but has the option to cancel enrollment in the plan if she can demonstrate comparable coverage. A student will have until July 10 to cancel enrollment in the college insurance for any part of the 1998–99 academic year.

MASSPIRG—\$8

The \$8 MassPIRG fee is billed second semester and is *approved by a vote of the student body*. It funds the Massachusetts Public Interest Research Group, a nonprofit environmental and consumer organization. A student has the option to have the fee canceled, if requested by February 2.

Other Fees and Charges

APPLICATION FOR ADMISSION—\$50

The application fee, which helps defray the cost of handling all the paperwork and administrative review involved with all applicants, must accompany the application form. An applicant must send the fee and form to the Office of Admission prior to January 15. An applicant to the Ada Comstock Scholars Program must submit the fee and Part A of the Application for Admission to the Ada Comstock office prior to February 1.

ENROLLMENT DEPOSIT—\$300

Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in class and a room if she will reside in campus housing. *\$100 representing a General Deposit* component is held until six months after the student graduates from the college. The \$100 is refunded only after deducting any unpaid fees or fines and is not refunded to a student who withdraws (including an admitted student who does not attend). *\$200 representing a Room Deposit* component is credited \$100 in July toward her fall semester charges and \$100 in December toward her spring semester charges.

ROOM DEPOSIT—\$200

A returning resident student pays a room deposit on February 10 which serves to reserve a room for the subsequent year, and which is credited \$100 to each semester bill. The deposit is non-refundable. A student applying for a leave of absence by the May 1 deadline will have this deposit, if paid, transferred into a separate holding account until she returns. If she does not return, the deposit will be forfeited.

Payment of the room deposit alone does not guarantee participation in the house decision process for a returning student. The student account must also be in good standing as determined by the bursar in the controller's office in order for the student to become eligible to participate.

NONRESIDENT FEE—\$20 PER SEMESTER

The \$20 nonresident fee helps to cover the cost of services such as mail delivery and maintenance of lounges for off-campus students.

REFRIGERATOR ENERGY FEE—\$15 PER SEMESTER

The \$30 refrigerator energy fee helps to defray the energy cost incurred through the use of a refrigerator by a student in her room.

FEE FOR MUSICAL INSTRUCTION—\$400 PER SEMESTER (ONE HOUR LESSON PER WEEK)

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department and the payment of a fee. The following schedule of fees will apply:

Courses in ensemble when given individually \$70

The above music instruction charges include the use of practice rooms. Upon application to the chair of the music department and subject to availability, the practice rooms are available for use by other individuals. The following schedule of fees will apply:

Use of a practice room, one hour daily \$25 per year
Use of a practice room, one hour daily, and of a college instrument..... \$50 per year
Use of organ, one hour daily \$100 per year

FEE FOR RIDING CLASSES PER SEMESTER

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of \$385 per month. Inquiries about boarding should be addressed to Ms. Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

Two lessons per week \$350

STUDIO ART COURSES PER SEMESTER

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials \$10–\$75
Additional supplies \$15–\$100

CHEMISTRY LABORATORY COURSE PER SEMESTER—\$6–\$15 PLUS BREAKAGE

CONTINUATION FEE—\$50 PER SEMESTER

Students on leave of absence or attending other institutions on exchange or junior year abroad programs will be assessed a continuation fee to maintain enrollment status at the college.

LATE FEE—1.25% PER MONTH OF UNPAID BALANCE

Any payment made after August 5 for fall (September 2 for international students) or January 5 for spring (February 2 for international students) will be considered late. Late payments will be assessed a late fee.

LATE CENTRAL CHECK-IN FEE—\$50

Students who do not participate in Central Check-In will be assessed a fee.

LATE REGISTRATION FEE—\$25

Students who make registration changes after the registration period will be assessed a fee for each change.

COLLECTION FEE—30% OF UNPAID BALANCE

Students no longer in attendance will be responsible for a collection fee on the amount placed for collection.

Refunds

A refund must be calculated if a student has withdrawn on or after the first day of classes, but before the point when the college is considered to have earned all of the tuition, room, board and fees for which the student was charged. *A \$100 withdrawal fee will be charged* in addition to any refund calculations made. Credit balances remaining on an account will be refunded.

PRO RATA REFUND CALCULATION

If a student attending Smith College in her first semester (including transfer students) withdraws

within the first 60 percent of the semester (first nine weeks), she will receive a pro rata refund. A "refund" is the unearned amount of Smith charges credited to the student account and subsequently returned to the student financial aid programs on behalf of the student. The adjustment of tuition, room and board, and activity fee is based on the percent of attendance and must include returning at least a portion of Title IV funds (Federal Pell Grant, FSEOG, Federal Perkins Loan, Federal Direct Stafford/Ford Loan or Federal Plus). A refund of institutional fees would be calculated as shown below:

Pro Rata Refund Schedule (students entering Smith in their first semester)

Fall Withdrawal Dates	Spring Withdrawal Dates	Percent Refund	Tuition	Room and Board	Activity Fee
until 9/7/98	until 1/24/99	100%	\$10,840	\$3,780	\$88.00
9/8-9/17/98	1/25-2/2/99	90	9,756	3,402	79.20
9/18-9/28/98	2/3-2/11/99	80	8,672	3,024	70.40
9/29-10/7/98	2/12-2/23/99	70	7,588	2,646	61.60
10/8-10/20/98	2/24-3/4/99	60	6,504	2,268	52.80
10/21-10/29/98	3/5-3/22/99	50	5,420	1,890	44.00
10/30-11/9/98	3/23-3/31/99	40	4,336	1,512	35.20
after 11/9/98	after 3/31/99	0	0	0	0

Note: "Total institutional fees" is defined as tuition plus room and board plus student activities fee (\$14,708 total institutional fees = \$10,840 tuition + \$3,780 room and board + \$88 student activities fee)

FEDERAL REFUND CALCULATION (ADOPTED AS INSTITUTIONAL REFUND)

If a student returning to Smith College (including a first-time student entering her second semester) withdraws on or after the first day of classes, she

will receive a federal refund based on the percentage of days in attendance. If that same student is receiving Title IV funds, both a pro rata and federal refund calculation must be made and compared so that the largest refund can occur.

Federal Refund Schedule (students returning to Smith)

Fall Withdrawal Dates	Spring Withdrawal Dates	Percent Refund	Tuition	Room and Board	Activity Fee
until 9/7/98	until 1/24/99	100%	\$10,840	\$3,780	\$88.00
9/8-9/19/98	1/25-2/6/99	90	9,756	3,402	79.20
9/20-10/3/98	2/7-2/20/99	50	5,420	1,890	44.00
10/4-10/31/98	2/21-3/20/99	25	2,710	945	22.00
after 10/31/98	after 3/20/99	0	0	0	0

If a student who has not waived the student medical insurance withdraws 30 days into the semester, the charge for insurance will be canceled if no claims have been submitted. After 30 days, the charge will not be canceled. A student who withdraws prior to the first day of classes will receive a full refund of the tuition, room, board

and student activities fee, insurance and MassPIRG. All disbursed Title IV funds would be an overpayment and would be returned to the appropriate Title IV account by the college. Refunds of Title IV funds will be made in accordance with federal regulations. All appeals to this policy will be referred by the bursar to an appeals committee.

The date of withdrawal shall be whichever is the later of:

- The date on which the student notifies her dean or any other official of the college in writing; or
- The date on which the student vacates college housing; or
- The date on which the college has determined to be the date of withdrawal no later than 45 days after the expiration date of the academic term, except that 30 days after the first day of the next scheduled term may be used in the case of summer break.

If a student has not returned at the expiration of an approved leave of absence, the student's withdrawal date is the first day of the leave.

Your Student Account: Your Responsibility

Smith College considers the student the responsible person for ensuring that payments, whether from loans, grants, parents, or third parties, are received in a timely manner.

Statements will be printed on or about the 10th of each month and mailed to the student so that she can review them for accuracy and for any change in status of anticipated funds.

Consequences of nonpayment or failure on the part of the student to fulfill her financial responsibility include being prevented from participating in the house decision/room lottery process, registering for future semester courses, receiving transcripts of courses completed, or receiving her diploma at commencement. In addition, the college reserves the right to have the student administratively withdrawn and refer her account for collection in her name.

Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith is pleased to offer a variety of financing options to assist you in successfully planning for timely payment of your 1998–99 college bill. Included in these offerings are a select group of payment plans and loan options. (See pp. 40–42 for a summary.)

Remember: The bursar's office staff (in College Hall 9) is here to help you resolve your concerns about how to finance your education. If you have questions after reviewing the information presented here, contact this office.

Financial Aid

We are eager to have students from all economic backgrounds, and we make every effort to fully aid all admitted undergraduates with documented need. Awards are offered to applicants on the basis of computed need. An award is usually a combination of a grant, a campus job and a suggested loan.

Smith College is committed to a very generous financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students. The evaluation and rating of applicants are based strictly on academic and personal qualities of each applicant, with no consideration of financial need. Full aid packages are offered to students with the highest ratings until the aid budget is exhausted. If the class is not yet complete, some decisions on the margin may take into account the amount of financial aid required to fully fund the student. In the past few years, approximately 1 to 4 percent of the applicant pool has been affected by this policy, although many of those students were later admitted from the wait list with full financial aid. Thus the college continues to be need-blind for 96 to 99 percent of the applications to Smith. *Please note* that financial aid is not available to students who do not meet the published deadlines.

To determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that copies be sent to Smith. The FAFSA and PROFILE registration forms are available in December from high school guid-

ance offices and from our Office of Financial Aid.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns, including all schedules and W-2s, for the prior year. Once we receive the output from an applicant's completed FAFSA and PROFILE, we calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. We will require copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement or income tax return will be required to verify income.

The college itself makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have it renewed according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may change from year to year depending on changes in college fees and in the family's financial circumstances. The balance of loan and grant also changes, based on federal loan limits. Materials and instructions for renewing aid are made available to all students in early December. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid. Unless the administrative board decides that

mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 53).

You must apply for financial aid at the time you apply for admission. If you do not, you will be ineligible to apply for or receive college aid until you have completed 64 credits at Smith (for Ada Comstock Scholars, until you have completed 32 credits at Smith). Although you are not eligible to receive college grant aid or work-study jobs during these periods, you may still be eligible for loans, federal and state aid and some campus jobs. Exceptions may be made only if you have an unexpected family financial emergency that can be documented. This policy does not include students who applied for but were found ineligible for need-based financial aid at the time of their admission to Smith.

If an entering student applied for but did not qualify for aid in her first year, and her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give assistance to students in emergency situations.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. More detailed deadline information is available in the brochure *Financing a Smith Education* and in individual Smith aid application packets.

Transfer Students

Transfer students with need should follow the same procedure as applicants to the first-year class. Transfer students who do not apply for aid at the time of admission cannot apply for college aid until they reach junior standing *and* complete at least 32 credits at Smith.

Ada Comstock Scholars

No woman should hesitate to apply to Smith because of an inability to pay the entire cost of education at a private college. Smith will make every effort to meet fully the documented financial need, as calculated by the college, of all admitted stu-

dents. College policy prohibits granting any Smith funds beyond the level of billed fees. No token awards are offered, and no aid is given for merit alone. Women from all economic backgrounds are encouraged to apply.

Applicants to the Ada Comstock Scholars Program should read carefully *Financing a Smith Education*. Copies are available from the financial aid office or the Ada Comstock Scholars Program office.

Financial Aid Awards

A financial aid award may be comprised of grants, suggested loans, and a campus job. Depending on the documented need, we may offer one or more of these, covering up to the full cost of a year at Smith. In addition to the award, we expect each student to contribute from her summer earnings and savings and to apply for any federal, state and local scholarships for which she may be eligible.

LOANS

Most students borrow through the Federal Direct Stafford/Ford Loan Program. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and may make use of one of the plans described under the summary of payment plans and loan options in this chapter. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. Inquiries about student loans should be addressed to the loan coordinator in the Office of Financial Aid.

CAMPUS JOBS

The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students usually work an average of eight hours a week for 32 weeks, usually for Residence and Dining Services, with a normal earnings ceiling of \$1,600. Students in other classes hold regular jobs averaging 10 hours a week for 32 weeks and can earn up to \$2,000. Student-specific earnings limits are specified in aid awards and may not be exceeded. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses but some students use part of their earnings toward required

fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded College Work-Study Program, which funds a portion of the earnings of eligible students, some of them in non-profit, community service positions.

GRANTS

Grants are gifts that do not require repayment by the student or her family. We participate in the Federal Pell Grant Program and receive a yearly allocation for Federal Supplemental Educational Opportunity Grants and Massachusetts State Gilbert Grants. Most grants, however, are awarded from college funds given for this purpose; from more than 195 restricted funds given to the college to support students in particular disciplines or from specific geographic areas; by annual gifts from individual alumnae and by Smith Clubs that raise scholarship funds each year for students in their club area; by contributions from corporations, foundations and other organizations; and from general income.

OUTSIDE AID

The current policy allows the first \$1,000 in outside merit awards to reduce the suggested loan, job or family contribution if permitted by federal regulations. Any amount above \$1,000 reduces the suggested loan, job or family contribution and the Smith grant in equal proportions. In no case will family contribution be reduced below the federally calculated family contribution.

The Office of Financial Aid must be notified by July 1 of the award year in order to reduce the loan, job or family contribution. If we receive notification after July 1, the outside aid may be used to reduce Smith grant only.

Entitlement awards from state or federal sources as well as tuition subsidies based on parents' employment are not covered by the policy and reduce Smith grant dollar for dollar.

Benefits from rehabilitation agencies are treated in a slightly different manner. Rehabilitation assistance for books goes directly to the student and does not affect any of the aid package. One-half of other rehabilitation benefits will be used to replace the suggested loan and one-half will replace the Smith grant.

MUSIC SCHOLARSHIPS

Each year the college awards scholarships equal to \$250 per year for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

The Ernst Wallfisch Scholarship in Music

A full-year music performance scholarship (vocal or instrumental) to be granted by the Music Department to a first-year student, sophomore or junior enrolled in a performance course at Smith College, based on merit and commitment.

SCHOLARSHIPS FOR NORTHAMPTON AND HATFIELD RESIDENTS

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly pre-

ceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Thursday, and 2 to 4:30 p.m. on Friday, between January 15 and June 15. Inquiries may also be made by calling the financial aid office at (413) 585-2530, between 8:30 a.m. and 4:30 p.m. Eastern time. The Smith College Office of Financial Aid maintains a Web site at www.smith.edu/finaid with a special section for prospective students. You may also e-mail questions to newstudent@smith.edu.

Summary of Payment Plans

Plan Type	Smith College Semester Plan	Smith ACH Monthly Plan	AMS Monthly Plan	Smith Prepaid Stabilization Plan
Eligibility	All Smith students	All Smith students	All Smith students	Smith students not eligible for Smith grant aid
Benefits	Pay for one year in two semester payments. No interest charges. No credit review.	Pay for one year in 10 monthly payments automatically debited from your bank account. No interest charges. No credit review.	Allows 10 monthly payments; or optional 12 monthly payments in 2nd, 3rd and 4th years of participation. Provides insurance against death. No interest charges. No credit review. Life insurance option.	Pay for full 4, 3 or 2 years. No future year increases of tuition and/or room and board. No credit review (unless using MassPlan or Excel Preferred to finance).
Terms	1/2 annual \$\$ by Aug. 5 (Sept. 2 for international students) 1/2 annual \$\$ by Jan. 5 (Feb. 2 for internat'l students)	10 monthly payments beginning June 5	10 monthly payments beginning June 1; or optional 12 monthly payments beginning April 1 in 2nd, 3rd and 4th years of participation	One payment on Aug. 5 earns future year discount
Fees	Monthly late fees calculated at 1.25% of unpaid balance for late payments	\$50 enrollment fee	\$50 enrollment fee	Monthly interest calculated at 1.25% on any portion of the full payment not received by August 5 (unless using MassPlan or Excel Preferred to finance)

Summary of Loans

	STUDENT LOAN	PARENT LOAN OPTIONS	
Loan type	Federal Direct Ford Loan	Federal PLUS Loan	AchieverLoan
Eligibility	Enrollment at least 1/2 time	Creditworthy parents of dependent Smith students; credit check performed but no formal debt to income analysis required	Creditworthy families of Smith students
Loan limits	1st year - \$2,625 2nd year - \$3,500 3rd year - \$5,500 4th year - \$5,500	Cost of attendance less other financial aid	Total educational expenses for 1 year or for all 4 years minus financial aid
Aggregate loan limit	\$23,000	Cost of attendance less other financial aid	Cost of attendance less other financial aid
Interest rate	Variable 91-day T-bill + 3.1% Rate is set July 1, 1998 and will not exceed 8.25%	1-yr. T-bill + 3.1% Rate is set July 1, 1998 and will not exceed 9%	Three variable loan options. Multiple-year loan: 13-week T-bill + 3.95%, set quarterly; current rate, 8.93%. Single-year loan: 13-week T-bill + 4.5%, set quarterly; current rate, 9.5%. Single-year; interest-only option.
Benefits	Low interest rate for students even if they do not qualify for need-based aid; can defer payment until after graduation; in-school interest subsidy available based on need	Loan is federally guaranteed; low interest rate; extended repayment; choice of principal and interest payments or interest only available to borrowers choosing the college's suggested lender	Low monthly payments; allows 15 years to repay; home mortgage option; principal payments may be deferred while student is enrolled
Fees	4% guarantee/origination fee	4% guarantee/origination fee	Origination fees: 2% for multiple year; 3% for single year; 4% for single-year, interest-only option

Summary of Loans (cont.)

PARENT LOAN OPTIONS (CONT.)

Loan type	MassPlan	Excel Preferred	Financing Smith Prepaid Stabilization Plan with MassPlan or Excel Preferred
Eligibility	Creditworthy families of Smith students	Creditworthy families of Smith students	Creditworthy families of Smith students who do not qualify for Smith grant aid
Loan limits	\$2,000 to total educational expenses for 1 year	\$2,000 to total educational expenses for 1 year	4 times annual tuition, annual room and board, or both
Aggregate loan limit	Cost of attendance less other financial aid	Cost of attendance less other financial aid	4 times annual tuition, annual room and board, or both
Interest rate	Fixed rate expected to be 7.50 to 8.50%; Current fixed rate: 7.50%. Variable rate based on monthly sale of commercial paper. Current variable rate: 6.57% (APR would be a bit higher)	Monthly variable will not exceed prime + 0.5%; prime + 0.75% after first year; one-year renewable rate also available. Rate set in July. Current rate: 10.9%	Same as MassPlan or Excel Preferred
Benefits	Low monthly payments; allows 15 years to repay; home mortgage option	Low monthly payments; allows 4 to 20 years to repay; principal payments may be deferred while student is enrolled	Same as MassPlan or Excel Preferred
Fees	3.75% origination fee	7% guarantee fee	Same as MassPlan or Excel Preferred

Further details about the payment plans and loan options are included in the *Financing a Smith Education* handbook, mailed by the controller's office in April.

Admission

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- three years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

Smith College will accept college-level work completed prior to matriculation as a degree student provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures section for further information regarding eligibility for and use of such credit.

Entrance Tests

We require each applicant to take the Scholastic Assessment Test (SAT I) or the American College Test (ACT). SAT II: Subject Tests, especially the one in Writing, are strongly recommended but not required. She should select two others in fields where she has particular interests and strong preparation. We recommend that a candidate take the examinations in her junior year to keep open

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 635 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from virtually every state and more than 60 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT I and SAT II tests, or ACT and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Smith College makes every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 33–42.

the possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT I and SAT II tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Applying for Admission

A student interested in Smith has three options for applying—Fall Early Decision, Winter Early Decision and Regular Decision. (Foreign nationals should read the International Students section on p. 46 for further information.)

Early Decision

Fall and Winter Early Decision Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other

colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

A student applying for Early Decision should take her SAT I and, if possible, three SAT II tests before her senior year. The ACT may be substituted for the SAT. Supporting materials must include mid-semester senior grades.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. Candidates are notified of financial aid decisions at the same time as the admission decision.

Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (p. 52) for information governing eligibility for and use of Advanced Placement credit.

First-Year Students' Admission Deadline Dates

	Fall Early Decision	Winter Early Decision	Regular Decision
Submit preliminary application and fee by:	November 15	January 1	January 15
Submit all other parts of the application by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
Testing completed by:	October	November	January
File the financial aid application with the Smith Office of Financial Aid by:	November 15	January 1	February 1
Ask your counselor to send senior grades by:	November 15 (first-term grades)	January 1 (first-term grades)	February 1 (midyear grades)
We notify each candidate by:	December 15	early February	early April
	<i>(Deferred applicants for Fall or Winter Early Decision are automatically reconsidered with Regular Decision applicants in the spring.)</i>		
Submit the nonrefundable enrollment deposit to hold a space in the class by:	January 1	February 20	May 1
Return completed Health Services preadmission form by:	June 1	June 1	June 1

International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information

with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors and information sessions for students and their families begin in mid-March.

Deferred Entrance

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may defer her entrance for one year to work, travel or pursue a special interest if she makes this request in writing to the director of admission by June 1.

Deferred Entrance for Medical Reasons

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may request to postpone her entrance due to medical reasons if she makes this request in writing, explaining the nature of the medical problem, to the director of admission by August 30. At that time, the college will outline expectations for progress over the course of the year. A Board of Admission subcommittee will meet the following March to review the student's case. Readmission is not guaranteed.

Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application and send all credentials by November 15. Decisions will be mailed by December 15. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. Candidates whose applications are complete by March 1 will receive admission decisions by the first week in April. Students whose applications are complete by May 1 will receive decisions by mid-May. Candidates whose applications are complete by June 1 will receive decisions by mid-June. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pages 43–44 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student

may not transfer to the junior class and spend any part of the junior or senior year studying on off-campus programs.

International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.* Because of the limited amount of aid available for foreign nationals, we require that those needing aid apply under the Winter Early Decision Plan or the Regular Decision Plan.

Visiting Year Programs

Smith College welcomes a certain number of guest students for one year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend their sophomore, junior or senior year at Smith.

International students may apply to spend a year at Smith under the International Visiting Program. (Exceptions may be made if a student wishes to visit for only one semester.) Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendations and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. We regret that financial aid is not available for these programs.

Information and application material may be obtained by writing to Visiting Year Programs, Office of Admission, Smith College, Northampton, Massachusetts 01063.

Readmission

See Withdrawal and Readmission, page 55.

Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars places particular emphasis on an autobiographical essay and an exchange of information. A candidate should schedule her interview appointment before submitting her application and, when possible, at least one month prior to the deadline, February 1. It is the applicant's responsibility, before scheduling her interview appointment, to contact previous educational institutions to request that all relevant credentials be sent directly to the Ada Comstock Scholars Program Office.

Ada Comstock Scholars are expected to have completed at least one year of transferable credit before matriculation at Smith. Those students who offer little or no college-level work normally are

advised to enroll elsewhere to fulfill this requirement before initiating the application process.

Candidates are advised to file application and credentials as early as possible. For a candidate to be considered for September entrance, the application must be in the Ada Comstock Scholars Program Office by February 1, and all attendant material by February 10.

A candidate's status as an Ada Comstock Scholar must be designated at the time of application. An applicant admitted as a student of traditional age will not be permitted to change her class status to Ada Comstock Scholar. A woman who meets the transfer credit guideline must apply as an Ada Comstock Scholar *if* she also meets the federal government's guidelines defining independent students:

- at least 24 years old
- a veteran
- responsible for dependent(s) other than a spouse.

A brief description of the program can be found on pages 10–11. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by e-mail may be addressed to the Ada Comstock Scholars Program Office.



Academic Rules and Procedures

Requirements for the Degree

The requirement for the bachelor of arts degree from Smith College is completion of 128 credits of academic work. Satisfactory completion of a major is also required, and at least 64 credits must be outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. (For accelerated programs, see p. 10.) A student on a Smith Junior Year Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Election of Courses

Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits taken for regular letter grades. A traditional-aged student who is enrolled in fewer than 12 credits in any semester is required to withdraw at the end of that semester. The student must remain away from the college for at least one semester and then may apply for readmission for the following semester.

Approved summer-school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. No more than 12 summer school credits will be allowed toward the degree. See Academic Credit, pages 51–53.

A student enters her senior year after completion of a maximum of six semesters and attainment of at least 96 Smith College or approved transfer credits. Normally, a student may not enter the senior year with a shortage of credits.

Admission to Courses

PERMISSIONS

Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition the administrative board for permission to enter or drop a year-long course with credit at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

SEMINARS

Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

SPECIAL STUDIES

Special Studies are open only to qualified juniors and seniors. Permission of the instructor, the department chair and, in some cases, the whole department is required. A maximum of 16 credits of special studies may be counted toward the degree.

STUDENT-INITIATED COURSES

Student-initiated courses for credit may be proposed by sophomores, juniors and seniors for approval by the Committee on Academic Policy and must have a faculty sponsor with competence in the subject matter. Between 10 and 15 students must enroll in the course. The procedures for initiating such a course are available in the dean of the faculty's office, College Hall 27. Proposals must be submitted to the Committee on Academic Policy before April 15 for the first semester and November 1 for the second semester.

INDEPENDENT STUDY

Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Policy is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

INTERNSHIPS

An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Policy is required. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

AUDITING

A student may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

AUDITING BY NONMATRICULATED STUDENTS

A nonmatriculated student who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar's office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio classes may not be audited except by permission of the art faculty following a written request to the department. Records of audits are not maintained.

Changes in Course Registration

ADDING AND DROPPING COURSES

During the first 10 class days (up to September 21 in the first semester and February 5 in the second semester), a student may enter or drop a course with the approval of the adviser. *From the 11th through the 15th day of class* (up to September 28 in the first semester and February 12 in the second semester), a student may *enter* a course with the permission of the instructor, the adviser and the class dean.

After the 10th day of classes a student may *drop* a course up to the end of the fifth week of the semester (October 14 in the first semester and February 26 in the second semester):

1. after consultation with the instructor;
2. with the approval of the adviser and the class dean; and
3. if, after dropping the course, she is enrolled in at least 12 credits for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may drop a course at any time up to the last day of classes, for any reason, without penalty. The drop form requires the signatures of the instructor, adviser and class dean.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Fine for Late Registration

A student who has not registered for courses by the end of the first 10 days of classes will be fined \$25, payable at the time of registration. In addition, a fine of \$25 will be assessed for each approved petition to add or drop a course after the deadline. If a student has not completed registration by the end of the six weeks, she will be administratively withdrawn.

Five College Course Enrollments

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office and in the registrar's office. Information is also available through the Five College on-line catalogue. Free bus transportation to and from the institution is available for Five College students. Students in good standing, with the exception of first-year students in their first semester, are eligible to take a course at one of the other institutions, if the course is appropriate to her educational plan. A student may take no more than half of her course program in any semester off campus. A student may register for an approved course at one of the other four institutions no later than September 21 in the first semester, and February 5 in the second semester. Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 349–357 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, grading options and deadlines for completing coursework and taking examinations. Students follow the registration add/drop deadlines of their home institution. Regulations governing changes in enrollment in Five College courses are published at the beginning of each semester by the registrar's office and are included in the registration packet.

Academic Credit

Grading

Grades are recorded by the registrar at the end of each semester. Grade reports are sent to each student, with copies for her family and adviser, in January and June.

Grades at Smith include the following:

A (4.0)	C– (1.7)
A– (3.7)	D+ (1.3)
B+ (3.3)	D (1.0)
B (3.0)	D– (0.7)
B– (2.7)	E (0.0)
C+ (2.3)	S: satisfactory (C– or better)
C (2.0)	U: unsatisfactory

SATISFACTORY/UNSATISFACTORY OPTION

Coursework in any one semester may be taken for a satisfactory (C– or better)/unsatisfactory grade, providing that:

- 1) the instructor approves the option;
- 2) the student declares the grading option by the end of the ninth week of classes (November 11 for first-semester courses and yearlong courses, and April 2 for second-semester courses); and
- 3) the student is carrying 12 credits for regular letter grades in that semester. (An Ada Comstock Scholar carrying a reduced course program may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College, regardless of the number of courses she is taking for letter grades in a given semester.)

Satisfactory/unsatisfactory grades do not count in the grade point average.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for credit with the satisfactory/unsatisfactory grading option. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Advanced Placement credit may be used with the approval of the Administrative Board only (1) to make up a shortage of credits incurred through failure; (2) to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major.

College Credit Earned Before Matriculation

Beginning with the Class of 2000, Smith College will accept college credit with a grade of B- or

better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith College guidelines for transfer credit and submitted on an official college or university transcript. Note that the restriction of 32 credits holds for any combination of AP and/or college credit earned before matriculation. Credits earned before matriculation may be used in the same manner as AP credits toward the Smith degree. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree.

Summer-School Credit

Up to a maximum of 12 credits earned in approved summer-school courses can be counted for the degree. With the prior approval of the class dean, the credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program. For transfer students, summer school credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement credit.

A student may not enter her senior year with fewer than 96 credits of Smith College or approved transfer credit. A student may not participate in a Smith-sponsored or affiliated Junior Year Abroad or exchange program with a shortage of credit.

Interterm Credit

The college may offer courses for credit during the Interterm period. Such courses will carry one to four credits and will count toward the degree. No credit will be given for Interterm courses taken elsewhere (including those offered on other Five College campuses), and students may not take

more than four credits during any one Interterm at Smith.

The Interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer non-credit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

Repeating Courses

Normally courses may not be repeated for credit. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department. A student who has failed a course may repeat it with the original grade remaining on the record. The second grade is also recorded. A student who wants to repeat a course she has not failed may do so for no credit. The second grade is recorded but does not count in the grade point average.

Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be

asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected office, either campus-wide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) For students of traditional age, the record cannot have more than an eight-credit shortage for more than two consecutive semesters. (2) For Ada Comstock Scholars receiving financial aid, at least 75 percent of all credits attempted in any academic year must be completed in order to continue receiving aid. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid.

Absence from Classes

A student who is absent from classes for more than six weeks in any semester may not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college by action of the administrative board, the honor board, the college judicial board or the dean of the college. There will be no refund for tuition or room fees.

The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

Leaves, Withdrawal and Readmission

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for academic reasons (on a Smith or non-Smith program) or for personal reasons may request a leave of absence. The request must be filed with the student's class dean by May 1 for a fall semester or academic year leave; by December 1 for a second semester leave. The reservation deposit, if paid, is credited to the student's account to be applied toward the next semester's/year's fees. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student

must withdraw from college forfeiting her reservation deposit (\$200) if paid.

A student going on a Smith College Junior Year Abroad program or studying abroad independently must file for a leave of absence by the appropriate deadline.

A student who wishes to complete part or all of her senior year at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class dean's office) for transferring credit. A student may request provisional approval of transfer credit through the class deans' office. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the class dean's office). A student's tuition account must be in good standing or the leave of absence will be canceled.

Medical Leave

If a student leaves the college on the advice of the health services, confirmation will be sent to her and her family by the registrar. When she wishes to return, she must apply for readmission through the registrar. A full report from her physician must be sent to the director of health services (or the associate director when specified) for evaluation; a personal interview and documentation of improved functioning may be required before an application for readmission is considered by the administrative board. Certification by the health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

Short-Term Medical Leave

A student who is away from campus for an extended period of time (i.e., a week or more) for medical reasons may be placed on a short-term medical leave by Health Services. Instructors will be notified of the student's status by the class deans' office.

Any student who is placed on short-term medical leave, whether by Health Services or through her class dean, must contact Health Services for clearance before returning to campus. Health Services may require documentation from her practitioner before the student can return. The student must notify her class dean of her intention to return to classes.

Mandatory Medical Leave

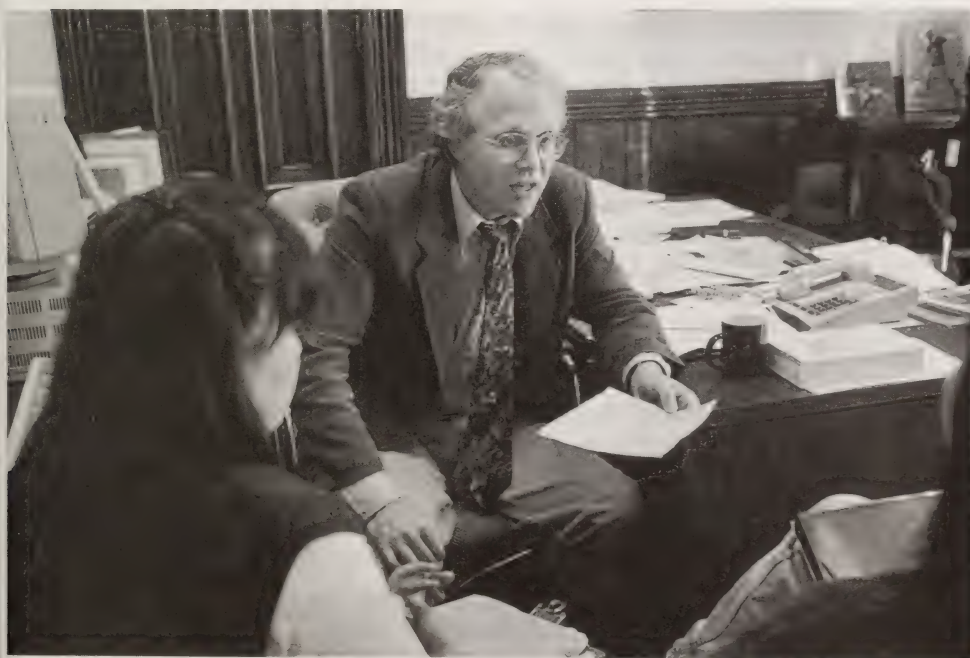
The college physician or the director of the counseling service may require the withdrawal of a student who has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

Withdrawal and Readmission

A student who plans to withdraw from the college should notify her class dean and must submit written notice of such intent to the registrar. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded. The official date of withdrawal recorded on the student's record is the last day the student attended classes at Smith College.

A student who has withdrawn from Smith College may apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before November 1. The administrative board acts upon all requests for readmission and may require that applicants meet with the class dean or director of Health Services before considering the request. Normally, students who have withdrawn from the college must be away for at least one full semester.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.



Graduate Study

At Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members and access to superb facilities. Each year about 130 students participate in advanced work. They may be working toward a degree or diploma, or they may enroll as special students (nondegree) and register for one or more courses.

We offer graduate work leading to the degrees of master of arts, master of arts in teaching, master of fine arts, master of education, master of education of the deaf, master of science in exercise and sport studies and master and Ph.D. in social work, as well as a limited program leading to the degree of doctor of philosophy. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in American studies.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology and physics. The degree is awarded by the

university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All American applicants who wish to be considered for financial aid must submit all required application materials before January 15 of the proposed year of entry into the program, and financial aid forms before February 15. All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program. The deadline for admission without financial aid to most graduate programs is April 15 of the proposed year of entry for the first semester, and December 1 for the second semester. Exceptions to this deadline are as follows: Master of Arts in Italian, January 15; Master of Fine Arts in Dance, January 15; Master of Education of the Deaf, April 1.

Applicants must submit the following: the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from either the Graduate Record Examination or the Miller Analogies Test. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Candidates must also submit a

OFFICE OF GRADUATE STUDY
106 LILLY HALL
SMITH COLLEGE, NORTHAMPTON, MA 01063
TELEPHONE: (413) 585-3050
E-MAIL: GRADSTDY@SMITH.EDU

paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith's admission policies and practices are guided by the same principle concerning women applying to the undergraduate program and all applicants to the graduate programs.

The following person handles inquiries regarding nondiscrimination policies: Carmen Santana-Melgoza, Director of Institutional Diversity, College Hall #31, (413) 585-2141.

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. A half-time student takes a minimum course program of eight credits per semester. With the approval of their academic adviser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree normally must be completed within a period of four years. Exceptions to this policy will be considered by petition to the Administrative Board. During this period a continuation fee of \$50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for personal reasons may request a leave of absence. The request must be filed with the Office of Graduate Study by May 1 for a fall semester or academic year leave; by December 1 for a second-semester leave. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from the college.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the graduate office). A student's tuition account must be in good standing or the leave of absence will be canceled.

Degree Programs

Master of Arts

The master of arts degree is offered by the following departments: art history, biological sciences, education and child study, Italian, music, and religion. The department of history occasionally accepts M.A. candidates under special circumstances.

Applicants to the master of arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation

for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a one semester, four-credit course or a two semester, eight-credit course. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below.

ART HISTORY

Although Smith College is primarily an undergraduate institution, in rare and exceptional cases the Department of Art may accept a candidate for the master's degree in art history. Applicants must normally have a B.A. or equivalent degree and attain the academic sponsorship of the art historian in the department who will be their adviser. Candidates must demonstrate a reading knowledge of two languages (in addition to English), successfully complete 24 credit hours of course work, and present an eight credit-hour master's thesis to the college in partial fulfillment of the degree requirements.

BIOLOGICAL SCIENCES

Candidates for admission should present work equivalent to an undergraduate major in biological sciences as well as courses in related sciences. We

offer opportunities for advanced study and research in a wide variety of specializations within the department. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits spent in research for the thesis. An oral presentation of the thesis is required.

EDUCATION AND CHILD STUDY

The Master of Arts degree in Education and Child Study is a research or development oriented degree rather than advanced preparation for classroom teaching. Candidates for admission need to demonstrate outstanding undergraduate preparation in their field of interest. Most students will have taken some courses in education. However, an undergraduate major in education is not required. Graduate students have had backgrounds in psychology, sociology, cognitive science and philosophy, as well as other fields. Successful candidates typically will have taken courses in child development, educational and/or cognitive psychology, history, philosophy or sociology of education. Applicants should submit scores from either the Miller Analogies Test or the Graduate Record Examination. The Master of Arts degree involves focused work in a particular area, and it is important that faculty in the department are able to support this work. In order to ascertain this, applicants should contact the chair of the Department of Education and Child Study to discuss the work they wish to pursue. The program requires a thesis. Other courses are arranged with the assistance of an academic adviser to meet the needs of the student.

ITALIAN

Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature or a subject related to Italian studies, such as art, history or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

MUSIC

The master of arts degree may be earned in music history or in composition. Candidates should have had at least nine courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French or Italian, to be established by a short language examination administered by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The master of arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in preparation of the thesis) and a maximum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program will be worked out by each student and the departmental graduate adviser.

PHILOSOPHY

A candidate should have at least six courses in philosophy (including thesis credit) and three courses in closely related fields. A thesis is required and an oral examination on the completed thesis is expected. Candidates for the Master of Arts degree in philosophy will be admitted in order to focus on certain specialties covered by various faculty members. Because the department is not large, applicants should ascertain before applying that their area of focus can be covered during the year they plan to be in residence.

RELIGION

Admission will normally be limited to well-qualified applicants whose personal circumstances (family, job or the like) require them to reside within commuting distance of Smith College. A candidate must have completed undergraduate studies in religion and in related fields such as can satisfy the department that he or she has the demonstrated competence and sufficient preparation for graduate work in religion (see, as an approximate guide, requirements for the undergraduate major in religion elsewhere in this catalogue). *In addition to the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate it accepts.* Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

Master of Arts in Teaching

The departments of art, biological sciences, chemistry, English, French, geology, history, mathematics, music, physics and Spanish actively cooperate with the education and child study department in administering the M.A.T. program.

The degree of master of arts in teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including an appropriate concentration—normally, a major—in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session.

A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 40 credits, including eight in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. (International students not seeking certification are exempt from the summer program.) The student without teaching experience takes 16 credits in the teaching field, 16 credits in education, and practice teaching. An experienced teacher takes a minimum of 12 to 16 credits in the teaching field and eight credits in education. Of the 32 credits in the regular academic year, 12 should be at the graduate level and normally no more than eight at the intermediate level. Because this is an interdepartmental degree, students should plan their programs to include graduate-level courses in both the teaching field and education. To qualify for a degree the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a pass/fail basis.

Master of Education

The program leading to the degree of master of education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the master of education program will ordinarily complete the state approved program in teacher education enabling them to meet requirements for certification in various states.

Candidates for the degree of master of education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. All applicants should submit a paper or other piece of work that is illustrative of their writing. Applicants with teaching experience should submit a recommendation concerning their teaching.

Master of Education of the Deaf

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of master of education of the deaf. The Smith College bulletin describing the program may be obtained from the Smith College Office of Graduate Study, Lilly Hall 106, Northampton, Massachusetts 01063.

Master of Fine Arts in Dance

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate interest and unusual ability in dance. Choreography, performance, production, and history and literature of dance are stressed. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a pass/fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult the graduate adviser, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

Master of Fine Arts in Playwriting

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of professional promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300 level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least

B-, but the degree will not be awarded to a student who has no grade above this minimum.

Master of Science in Exercise and Sport Studies

Graduate study has been offered by the Smith College Department of Exercise and Sport Studies (ESS) since 1935. The program now focuses on preparing coaches for women's intercollegiate teams. The graduate curriculum blends theory courses in exercise and sport studies with hands-on coaching experience. By design, the master's program is a small one, with only 10 to 15 candidates in residence. This makes it possible to work independently with faculty and coaches. Smith has a history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and appropriate athletic experience. Students who do not have courses in exercise physiology and kinesiology should anticipate work beyond the normal 52 credits. Students are normally expected to be in residence for the entire two-year program. For more information contact Michelle Finley, Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063, (413) 585-3971 (e-mail: mfinley@smith.edu; World Wide Web: http://www.science.smith.edu/exer_sci/grad).

Doctor of Philosophy

Smith College does not normally award the degree of Doctor of Philosophy but under special circumstances may consider an application.

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of doctor of philosophy. Applicants to the Ph.D. program should hold a master's degree or its equivalent. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based on original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the dissertation director and two other members of the faculty.

The degree of doctor of philosophy is occasionally granted in the Department of Biological Sciences. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination. The department, however, strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Master/Ph.D. of Social Work

The School for Social Work offers a Master of Social Work Degree which focuses on clinical social work and puts a heavy emphasis on direct field work practice. The program stresses the integration of clinical theory and practice with an understanding of the social contexts in which people live. It also emphasizes an understanding of the social policies and organizational structure which influence our service delivery system. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in clinical research education and practice. It also has extensive post-graduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work Office of Admission at (413) 585-7960.

Nondegree Studies

Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include

at least 28 credits completed with a grade of C or better. At least five of these courses should be above the intermediate level.

Diploma in American Studies

This is a one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is January 15.

The program consists of a minimum of 24 credits: American Studies 555a and 556b (special seminars for diploma students only), 16 other credits in American Studies or in one or more of the cooperating disciplines, including American Studies 570b, the diploma thesis. A cumulative grade average of B in course work must be maintained.

Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Office of Graduate Study, Lilly Hall 106. The application deadline is August 1 for the fall semester and December 1 for the spring semester. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Personal Services

Housing

Two on-campus housing options may be available for graduate students for the 1998–99 academic year. On-campus housing is extremely limited; assignments will be made in order of receipt of the housing request form in the Rental Office, 30 Belmont Avenue. Please note that the college and all its residence facilities are closed during Thanksgiving vacation, winter recess and spring recess.

ROOM-ONLY PLAN

Cooperative graduate house with single bedrooms, large kitchen, no private bathrooms. The fee of \$3,400 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board.

ROOM-AND-BOARD PLAN

Graduate floor of an undergraduate house or off-campus residence owned and maintained by the college. Single bedrooms, no private bathrooms. The fee of \$7,560 per year includes a room furnished with a bed, chest of drawers, mirror, desk and easy chair, plus all meals, which must be taken in the college dining room assigned to residents, except during vacation periods.

Health Services

Graduate students, both full-time and part-time, are eligible to use Smith's health services and to participate in the Smith College health insurance program (see pp. 21–22 for complete information).

Finances

Tuition and Other Fees*

Application fee	\$50
Full tuition, for the year**	\$21,680
16 credits or more per semester	
Part-time tuition	
Fee per credit	\$680
Summer Intern Teaching Program tuition for degree candidates	\$1,200

Continuation fee, per semester	\$50
Room and board for the academic year† ..	\$7,560
Room only for the academic year	\$3,400
Health insurance estimate (if coverage will begin August 15)	\$790
(if coverage will begin July 1)	\$887

For additional information concerning fees for practical music and studio art see page 35.

Statements for semester fees are mailed on or about July 10 and December 10. Payment of charges for the first semester is due by August 5 and for the second semester by January 5. Balances unpaid at this time are subject to a Late Payment Fee (LPF) equivalent to an annual percentage rate of 15 percent. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

Deposit

A general deposit of \$100 is required from each student upon admittance. (This is a one-time deposit that will be refunded in October, or approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.)

Refunds

Please refer to pages 36–37 for full information on refunds.

* Subject to change

** This entitles students to use Smith's health services.

† This does not include winter and spring recesses. All houses are closed during winter vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.

Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Applicants who wish to receive financial aid must submit all required graduate degree application materials by January 15. All supporting financial aid material is due February 15: the Free Application for Federal Student Aid (FAFSA) and a copy of student's IRS form 1040, 1040A or 1040EZ.

Several scholarships are available for international students. Candidates should write to the Office of Graduate Study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by January 15.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance and music. The stipend at present is \$9,125 for the first year and \$9,530 for the second year. Teaching fellows receive assistance to reduce or eliminate tuition expenses. Applicants who are interested in teaching fellowships should note this interest on side two of their application for admission. Returning students should submit a letter requesting fellowship consideration to the Office of Graduate Study by January 15.

Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment.

During the academic year the research fellow usually carries a half-time graduate program. The teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence

in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid. A Federal William D. Ford Direct Loan may be included in aid offered to graduate students on admission. The income of the Florence Harriett Davidge Educational Fund is available for loans to graduate students after they have registered. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has instituted a forgivable loan program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that loan up to a maximum of 65 percent.

Requests for loan information should be addressed to the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

Changes in Course Registration

During the first 10 class days (up to September 21 in the first semester and February 5 in the second semester) a student may *drop or enter* a course with the approval of the adviser.

From the 11th through the 15th day of class (up to September 28 in the first semester and February 12 in the second semester), a student may *enter* a course with the permission of the instructor, the adviser and the director of graduate study.

After the 10th day of classes a student may *drop* a course up to the end of the fifth week of the semester (October 14 in the first semester and February 26 in the second semester):

- 1) after consultation with the instructor; and
- 2) with the approval of the adviser and the director of graduate study.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a written request for an extension before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension. If the extension is granted, the work must be completed by the date agreed on by the director, instructor and student. No extensions may exceed one calendar year from the time of initial enrollment in the course. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.

Courses of Study, 1998-99

	Designation	Academic Division
Major and Minor in the Department of Afro-American Studies	AAS	I
Interdepartmental Major in American Studies	AMS	II
Interdepartmental Major in Ancient Studies	ANS	I/II
Majors and Minor in Anthropology	ANT	II
Majors: Anthropology	ANT	II
Sociology and Anthropology	SAN	II
Minor: Anthropology	ANT	II
Interdepartmental Minor in Archaeology	ARC	I/II
Major and Minors in the Department of Art	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Major and Minor in the Five College Department of Astronomy	AST	III
Interdepartmental Major in Biochemistry	BCH	III
Major and Minor in the Department of Biological Sciences	BIO	III
Major and Minor in the Department of Chemistry	CHM	III
Majors and Minors in the Department of Classical Languages and Literatures	CLS	I
Major: Classical Studies	CST	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in Comparative Literature	CLT	I
Major and Minors in the Department of Computer Science	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Major and Minor in the Five College Dance Department	DAN	I
Major and Minor in the Department of East Asian Languages and Literatures*	EAL	I
Interdepartmental Minor in East Asian Studies	EAS	I/II
Major and Minor in the Department of Economics	ECO	II
Major and Minor in the Department of Education and Child Study	EDC	II
Interdepartmental Minor in Engineering	EGR	III
Major and Minor in the Department of English Language and Literature	ENG	I

Key: Division I The Humanities
 Division II The Social Sciences and History
 Division III The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)

Interdepartmental Minor in Ethics	ETH	I/II/III
Minor in the Department of Exercise and Sport Studies	ESS	III
Interdepartmental Minor in Environmental Science	EVS	III
Interdepartmental Minor in Film Studies	FLS	I/II
Majors in the Department of French Language and Literature	FRN	I
Majors: French Language and Literature	FRL	I
French Studies	FRS	I
Major and Minor in the Department of Geology	GEO	III
Majors and Minors in the Department of German Studies	GER	I
Majors and Minors:		
German Literature Studies	GLS	I
German Culture Studies	GCS	I
Major and Minor in the Department of Government	GOV	II
Major and Minor in the Department of History	HST	II
Interdepartmental Minor in History of the Sciences	HSC	I/II/III
Interdepartmental Minor in International Relations	IRL	II
Major and Minor in the Department of Italian Language and Literature	ITL	I
Interdepartmental Minor in Jewish Studies	JUD	I/II
Interdepartmental Major and Minor in Latin American and Latino/a Studies	LAS	I/II
Interdepartmental Minor in Logic	LOG	I/III
Interdepartmental Minor in Marine Sciences	MSC	III
Major and Minor in the Department of Mathematics	MTH	III
Interdepartmental Major and Minor in Medieval Studies	MED	I/II
Major and Minor in the Department of Music	MUS	I
Interdepartmental Major and Minor in Neuroscience	NSC	III
Major and Minor in the Department of Philosophy	PHI	I
Major and Minor in the Department of Physics	PHY	III
Interdepartmental Minor in Political Economy	PEC	II
Major and Minor in the Department of Psychology	PSY	III
Interdepartmental Minor in Public Policy	PPL	II/III
Major and Minor in the Department of Religion and Biblical Literature	REL	I
Majors in the Department of Russian Language and Literature	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Majors and Minor in Sociology	SOC	II
Majors: Sociology	SOC	II
Sociology and Anthropology	SAN	II
Minor: Sociology	SOC	II
Majors and Minors in the Department of Spanish and Portuguese*	SPP	I
Majors: Peninsular Spanish Literature	SPN	I
Latin American Literature	SLL	I
Portuguese-Brazilian Studies	SPB	I
Minors: Spanish	SPN	I
Portuguese-Brazilian Studies	SPB	I

*Portuguese language courses are designated POR.

Major and Minor in the Department of Theatre	THE	I
Interdepartmental Minor in Third World Development Studies	TWD	I/II
Interdepartmental Minor in Urban Studies	URS	I/II
Interdepartmental Major and Minor in Women's Studies	WST	I/II/III
Extrdepartmental Course in Accounting	ACC	II
Interdepartmental Course in General Literature	GLT	I
Interdepartmental Courses in Philosophy and Psychology	PPY	I/III
Other Extrdepartmental Courses	EDP	
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Certificate in African Studies	AFC	
Five College Certificate in Culture, Health and Science	CHS	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	
Five College Certificate in Middle East Studies	MEC	
Five College Self-Instructional Language Program	SIL	
First Year Seminars	FYS	
Foreign Language Literature Courses in Translation		
Interterm Courses Offered for Credit		
Science Courses for Beginning Students		

Deciphering Course Listings

COURSE NUMBERING

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

- 100 level Introductory courses (open to all students)
- 200 level Intermediate courses (may have prerequisites)
- 300 level Advanced courses (have prerequisites)
- 400 level Independent work—the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
- 400 Special Studies
 - 400a/b (variable credit, as assigned)
 - 404a (first semester, four credits)
 - 404b (second semester, four credits)

- 408d (full year, eight credits)
- 410 Internships (credits as assigned)
- 420 Independent Study (credits as assigned)
- 430d Honors Thesis (full year, eight credits)
- 431a Honors Thesis (first semester, eight credits)
- 432d Honors Thesis (full year, 12 credits)
- 500 level Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
 - 580 Special Studies
 - 590 Thesis
- 900 level Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

An “a” after the course number indicates that the course is offered in the fall, a “b” in the spring; a “j” indicates a course offered for credit during Interterm; a “c” indicates a summer course; and a “d” indicates a full-year course in which credit is granted after two semesters and the grade is cumulative.

The same course offered in both fall and spring is assigned the same number and listed separately with the indication that the spring course is a repetition of the fall course. For example:

ENG 101a Forms of Writing
ENG 101b A repetition of 101a

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated. For example:

BIO 111a Introduction to Biology
BIO 112b A continuation of 111a
 Prerequisite: 111a

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only (i.e., introductory language courses). In all other cases, the course is listed "101a, 102b. Prerequisite for 102b is 101a."

Language courses are numbered to provide consistency among departments.

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110d if it is a full-year course, 111a or 111b if it is a one-semester course.
- Intermediate language courses are numbered 120a and 120b for low intermediate and 220a and 220b for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). "Fast track" courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and described in that department's course listings.

COURSES WITH LIMITED ENROLLMENT

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the depart-

ment chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department's course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

INSTRUCTORS

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

- † absent for the year
- * absent for the first semester
- ** absent for the second semester
- § director of a Junior Year Abroad Program
- ¹ appointed for the first semester
- ² appointed for the second semester

The phrase "to be announced" at the end of a course description refers to the instructor's name.

MEETING TIMES

The numerals after the letters indicating days of the week show the scheduled hours of classes and the hours to be used at the option of the instructor. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Assignments to sections and laboratory periods are made by the departments. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

OTHER SYMBOLS AND ABBREVIATIONS

- dem.: demonstration course
- lab.: laboratory
- Lec.: lecture
- sec.: section
- dis.: discussion
- (): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Policy to be offered not more than twice.

- (C): The history department uses a “C” in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): The history department uses an “L” in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.
- L: The dance and theatre departments use an “L” to designate that enrollment is limited.
- P: The dance and theatre departments use a “P” to designate that permission of the instructor is required.
- AP: Advanced Placement. See p. 52.
- S/U: Satisfactory/unsatisfactory. See p. 51.
- [] Courses in brackets will not be offered during the current year.
- { } Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 27 for a fuller explanation). Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g.,

English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Following is a listing of the major fields of knowledge as described on pages 7–8; multiple designations are separated by a backslash, e.g., {L/H/F}:

- | | |
|----------|-------------------------------------|
| L | Literature |
| H | Historical studies |
| S | Social science |
| N | Natural science |
| M | Mathematics and analytic philosophy |
| A | The arts |
| F | A foreign language |

WI The letters **WI** in boldface indicate a course is writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course.



Afro-American Studies

Professor

Thomas Derr, Ph.D. (Religion and Biblical Literature), Chair (Fall)

Associate Professors

†Louis E. Wilson, Ph.D.

Brenda Allen, Ph.D. (Psychology), *Chair (Spring)*

Adjunct Associate Professor

Carolyn Jacobs, Ph.D.

Assistant Professors

Ann Arnett Ferguson, Ph.D. (Afro-American Studies and Women's Studies)

Emily Bernard, Ph.D.

Lecturers

Ed Ferguson, Ph.D.

¹John Bracey

¹Samba Gadjigo

²Horace Boyer

²Yusef Lateef

[Courses in brackets will not be offered during the current year.]

Students majoring or minoring in Afro-American studies must take two of 111, 113 or 117.

[MUS 100b F: Jazz: Listening and Analysis]
4 credits

111b Introduction to Black Culture

An introduction to some of the major perspectives, themes and issues in the field of African-American studies. Our focus will be on constructs of citizenship and racial identity, of individual and group rights as we examine the economic, social and legal structures which frame the Black experience in the United States today. {S} 4 credits

Ann Arnett Ferguson, M W F 11 a.m.–12:10 p.m.

113b Survey of Afro-American Literature: 1746 to 1900

An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Texts will include poetry, prose and, primarily, works of fiction. Writers include Harriet Brent Jacobs, Charles Chesnut, Frances Harper and Paul Laurence Dunbar. {L} 4 credits

Emily Bernard, M W F 10–10:50 a.m.

[117a History of Afro-American People to 1960]
An examination of the broad contours of the his-

tory of the Afro-American in the United States. Consideration of the cosmology of the West Africans, American slavery systems, and the Afro-American's resistance; the rise of Jim Crow; the philosophies of W.E.B. DuBois, Booker T. Washington, Marcus Garvey, Martin Luther King, Jr. and Malcolm X. {H} 4 credits

Louis Wilson

[DAN 142b B. Comparative Caribbean Dance I]
Yvonne Daniel

DAN 142a C. Cuban Dance

Yvonne Daniel, M 7–10 p.m.

DAN 142b D. Haitian Dance

Yvonne Daniel, M 7–10 p.m.

201a The Literature of the French-Speaking African and Caribbean Peoples in Translation

An examination of the cultural, social and political relationships of French-speaking Africa and the Caribbean as reflected through different genres. There will be an emphasis on the development of the novel, poetry and drama from the early part of the 1900s to the present. Offered in alternate years. {L} 4 credits

Samba Gadjigo, Th 7:30–9:30 p.m.

[PHI 210b Issues in Recent and Contemporary Philosophy]

Topic: American Philosophy in Black and White.

4 credits

[212a Culture and Class in the Afro-American Family]

Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical, cultural, structural and class variables on contemporary Afro-American families, using current research, family cases and implications of public policy. {S} WI 4 credits

SOC 213b Ethnic Minorities in America

THE 214a Black Theatre

Andrea Hairston, T Th 10:30–11:50 a.m.

[216a Colloquium: Afro-American Folk Culture]

{S} 4 credits

[218b History of Southern Africa]

{H} 4 credits

SOC 218a Urban Sociology

[220a Women of the African Diaspora]

A cross-cultural examination of the roles of women of the African diaspora. Selected societies include those of the United Kingdom, North America, Latin/South America and the Caribbean. A study of the similarities and differences in the roles women play as workers in both the public and private domains. Issues surrounding industrialization and urbanization, gender relations, religion, politics, health and class will be considered. Recommended background: an introductory course in anthropology, sociology or women's studies. {S} 4 credits

222b Introduction to African American Music: Gospel, Blues and Jazz

The course is designed to introduce the student to the various music forms and their histories within the African American community from the early 19th century to the present. Specifically, the course will focus on spirituals, folk, blues, gospel and jazz. Enrollment limited to 40. (E) {A} 4 credits

Horace Boyer and Yusef Lateef, T Th 9–10:20 a.m.

GOV 227a Government and Politics of Sub-Saharan Africa

Scott Taylor, T Th 9–10:20 a.m.

GOV 231a Government and Plural Societies

Walter Morris-Hale, T Th 10:30–11:50 a.m.

[ANT 231a Africa: A Continent in Crisis]

[232b The Black Church in the United States]

This course relates to a survey of African religions and the development of the Black Church in its visible and “invisible” institutional forms during the colonial period, and merging of these two branches, free and slave, following the Civil War. Also, the emergence of Holiness and Pentecostal sects, and the impact of urban migrations on Black spiritual expression, the Black Church and civil rights, gender issues and the recent challenge of Islam. (E) {H} 4 credits

GOV 232b Southern African Politics

Scott Taylor, M W F 2:40–4 p.m.

237a 20th-Century Afro-American Literature

A survey of the evolution of African-American literature during the 20th century. This class will build on the foundations established in AAS 113, Survey of Afro-American Literature. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L} 4 credits

Emily Bernard, T Th 10:30–11:50 a.m.

PHI 240b Philosophy and Women

[243b Afro-American Autobiography]

This course is designed to provide an examination of the ways in which race and gender intersect in shaping the narrative strategies of black American writers of autobiography. We begin with Douglass' *Narrative* and Linda Brent's *Incidents in the Life of a Slave Girl*, and we read such recent works as Maya Angelou's *I Know Why the Caged Bird Sings* and Patricia Williams' *The Alchemy of Race and Rights*. {L} 4 credits

[DAN 243a B. Comparative Caribbean Dance II]

Yvonne Daniel

245a Colloquium: The Harlem Renaissance

An analysis of the first cohesive cultural movement

in African-American literary history. This class will employ works of fiction, poetry, prose and visual art in order to explore the significant issues raised during this period. Writers include Langston Hughes, Zora Neale Hurston, James Weldon Johnson and Nella Larsen. **{L}** 4 credits
Emily Bernard, T 1–2:50 p.m.

248b Colloquium: Gender in the Afro-American Literary Tradition

A study of the Afro-American literature through the lens of gender. How does the issue of gender affect the relationship between race and writing? Authors include Hilton Als, Zora Neale Hurston, Charles Johnson, Toni Morrison, Dorothy West and John Edgar Wideman. Prerequisites: AAS 113 and 237 or with permission of the instructor. Enrollment limited to 20. **{L}** 4 credits
Emily Bernard, M W 1:10–2:30 p.m.

[255b History of African American and Jewish American Relations in the United States From the Colonial Period to About 1980]
{H/S} 4 credits

[258a (L) 20th-Century Africa: A Modern History]
{H/S} 4 credits

PSY 267b Psychology of the Black Experience

[270b The History of Afro-Americans in the South From the Civil War to the End of World War II]
Topics include the Civil War, Reconstruction, Northern Migration, disfranchisement and segregation, and the reimposition of white supremacy. The emergence of black colleges and universities during the “segregation era” and the philosophies of Booker T. Washington and W.E.B. DuBois will also be discussed. **{H}** 4 credits

[DAN 272b Dance and Culture]

278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

An interdisciplinary study of Afro-American history from the Brown Decision to 1970. Particular attention will be given to the factors which contributed to the “Civil Rights Movements,” the rise of “Black Nationalism,” and the importance of Afro-Ameri-

cans in the Vietnam War. Recommended background: survey course in Afro-American history, American history or Afro-American literature. Not open to first-year students. Prerequisite: 117 and/or 270, or permission of the instructor. Enrollment limited to 40. **{H}** 4 credits
John Bracey, M W 11 a.m.–12:10 p.m.

287b History of Africa to 1900

This course will survey the history of Africa from earliest times to the era of European imperialism, which leads to conquest and colonial rule in Africa by 1900. Themes that will receive our attention include Western perceptions of Africa, the origin of human society, ancient Egypt of the Pharaohs, the medieval states of West Africa, Swahili civilization in East Africa, the trans-Atlantic slave trade and European imperialism in late 19th-century Africa. **{H}** 4 credits
Ed Ferguson, M 7:30–9:30 p.m.

[THE 315b Colloquium: African and Caribbean Theatre]

[317a Seminar: History of the Afro-American Woman and the Feminist Movement, 1830 to Present]
{H} 4 credits

[GOV 321b Seminar in Comparative Government]
Topic: Power and Politics in Africa: The Female Factor.
Walter Morris-Hale

326b Seminar: The Sociocultural Development of the Afro-American Woman

Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature. **{S}** 4 credits
Ann Arnett Ferguson, Th 3–4:50 p.m.

330a Seminar: African Autobiography in History

This seminar will examine autobiographical writings set in 20th-century Africa. The purpose is to learn how individual lives have been shaped by colonialism, white minority rule and the post-

colonial condition. Research papers are expected to provide a historical and social context that illuminates the particular life writing selected for study by each participant. Prerequisite: 218 or 258 or permission of the instructor. (E) **{H}** 4 credits
Ed Ferguson, M 7:30–9:30 p.m.

335b Seminar: Free Blacks in the U.S. Before 1865
A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the Thirteenth Amendment. Recommended background: 117a. **{H}** 4 credits

339b Seminar: American Fictions: Race and Ethnicity

A selective examination of 20th-century American literature produced by members of racial and ethnic minority groups. This course will engage critically with the relationships that the categories of race and ethnicity have to other issues—like gender, sexuality, class and the region—in the production of identities. Central to this course will be an interrogation of the validity of the terms “race” and “ethnicity” themselves. Writers include Julia Alvarez, James Baldwin, Junot Diaz, Jessica Hagedorn, Fae Ng, Bharati Mukherjee and Leslie Silko. 4 credits
Emily Bernard, T 3–4:50 p.m.

GOV 345a Seminar in International Politics
Topic for 1998–99: South Africa in World Politics.
Valter Morris-Hale, T 1–2:50 p.m.

350a Seminar: Race and Representation: Afro-Americans in Film

This course will examine the representation of African-Americans in U.S. cinema from two perspectives. The first views the images of African-Americans in Hollywood film and the social historical context in which these representations are produced. The continuity of images as well as their transformation will be a central theme of investi-

gation. The second perspective explores the development of a Black film aesthetic through the works of directors Oscar Micheaux, Julie Dash, Spike Lee, Matty Rich and Isaac Julien. We will attend to their representations of blackness, and the broader social and political community in which they are located. Prerequisite: 111, 113, 117 or the equivalent. **{S}** 4 credits
Ann Arnett Ferguson, Th 3–4:50 p.m.; screening M 7–9:30 p.m.

HST 358b Topics in African History

Topic for 1998–99: Colonial Africa: Conquest, Culture and Resistance.
Toyin Falola, T 1–2:50 p.m.

404a Special Studies

Required for senior majors. 4 credits

404b Special Studies

4 credits

Courses in other departments recommended for and related to the major in Afro-American studies: ANT 232a, 340b; DAN 272b, 375a; ECO 230b; [FRN 365b]; [GOV 311b]; HST 266a, 267a, 273b, [275a], 276a; PSY 267b; SOC 203b.

The Major

Adviser: Ann Arnett Ferguson.

Basis: two of the following: 111a, 113a, 117a.

Requirements: nine semester courses, in addition to the two introductory courses, as follows:

1. General concentration: four 100- and 200-level courses. Courses at the 300 level may also be used where appropriate;
2. Advanced concentration: four courses organized thematically or disciplinarily;
3. 400a or b: Special Studies (required for majors in junior or senior year).

Internships and study abroad may be offered where appropriate, and with the necessary permissions of the department, the Committee on Academic Policy and/or the Committee on Study Abroad.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

The Minor

Adviser: Emily Bernard.

Basis: two of the following: 111a, 113a or 117a.

Requirements: In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history, or the historical, social and literary study of the Afro-American woman.

Adviser for Study Abroad: Emily Bernard.

Honors

Director: Ann Arnett Ferguson.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: the same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

American Studies

Daniel Horowitz, Ph.D., Professor of American Studies and of History, Sylvia Dlugasch Bauman Professor in American Studies

Helen Lefkowitz Horowitz, Ph.D., Professor of American Studies and of History

Marjorie Richardson, M.A., Lecturer

Marc Pachter, Ph.D., Lecturer

Richard Todd, B.A., Visiting Writer

¹Marisa Labozzetta, M.S., Lecturer

¹Sherry Marker, M.A., Lecturer

¹Donald Weber, Ph.D., Lecturer

¹Kerry Buckley, Ph.D., Lecturer

²Kenneth Hafertepe, Ph.D., Adjunct Associate Professor

²Kevin Rozario, M.A., Lecturer

American Studies Committee

Robert Averitt, Professor of Economics

Richard Fantasia, Professor of Sociology

Daniel Horowitz, Professor of American Studies and of History, Sylvia Dlugasch Bauman Professor in American Studies, *Director*

Helen Lefkowitz Horowitz, Professor of History and of American Studies, *Associate Director*

****Donald Leonard Robinson**, Professor of Government

Peter Isaac Rose, Professor of Sociology and *Director, Diploma Program in American Studies*

Susan R. Van Dyne, Professor of Women's Studies and of English Language and Literature

Rosetta Marantz Cohen, Associate Professor of Education and Child Study

John Davis, Associate Professor of Art

Richard Millington, Associate Professor of English Language and Literature

†Louis Wilson, Associate Professor of Afro-American Studies

Emily Bernard, Assistant Professor of Afro-American Studies

Susan Clark, Assistant Professor of Theatre

Alice Hearst, J.D., Assistant Professor of Government

Ben Singer, Assistant Professor of Film Studies

†Marc Steinberg, Assistant Professor of Sociology
Marjorie Richardson, Lecturer in American Studies
Sherrill Redmon, Director of the Sophia Smith Collection

[Courses in brackets will not be offered during the current year.]

100a Ideas in American Studies

A mosaic of American studies ideas presented by members of the Smith College faculty and, on occasion, selected outside speakers. Can be taken more than once when topics vary. Topic for 1998–99: The 1950s, the Cold War and American Culture. Graded satisfactory/unsatisfactory only.

{H/S} 1 credit

Helen Lefkowitz Horowitz (Director) and staff, M 7:30–8:45 p.m., first six weeks of the semester

120a Scribbling Women

With the help of the Sophia Smith Collection and the Smith College Archives, this writing-intensive course looks at a number of 19th- and 20th-century American women writers. All wrestled with specific issues that confronted them as women;

each wrote about important issues in American society. Enrollment limited to 15. Priority given to incoming students. {L/H} **WI** 4 credits
Sherry Marker, M W 1:10–2:30 p.m.

201b Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of women, family structure, social class and urban experience. Open to

all first- and second-year students, as well as to junior and senior majors. **{L/H}** 4 credits
John Davis, Helen Lefkowitz Horowitz, Richard Millington, T Th 1–2:30 p.m.

202a Methods in American Studies

A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol, cultural studies) in American studies. Prerequisite: AMS 201 or permission of the instructor. Enrollment limited to American studies majors. **{H/S} WI** 4 credits
Daniel Horowitz

Sections as follows:

T Th 10:30–11:50 a.m.

T Th 1–2:30 p.m.

220a Colloquium

Topic for 1998–99: New England Material Culture, 1860–1940. Students will acquire a vocabulary and syntax for reading and interpreting the texts of material culture objects. They will study architecture, artifacts, clothing and textiles, furniture, photographs and paintings. Students will also research photographs, letters and diaries of contemporaries to interpret articles of clothing and accessories in terms of the shifts in social and economic roles during this period. They will identify, research and interpret material culture objects in light of their historical documentation and the conventions of current practice. The course will use the holdings of Historic Northampton Museum and Education Center, a collection of 50,000 objects and three historic buildings. Enrollment limited to 20. Admission by permission of the instructor. **{H/A}** 4 credits

Kerry Buckley, T Th 1–2:50 p.m.

221a Colloquium

Topic for 1998–99: Italian-American Experience. Using memoirs, short stories, novels, poetry, plays, essays and films, the course will examine the societal role of the Italian/American from 1880 to present. Topics include: 19th-century southern Italy's social and economic system and family structure; mass immigration; Italian/American family and folklore; male/female roles; ethnic and sexual identity; characteristics concerning work, sex, religion and magic, education, politics; the Mafia; the Italian/American novel; the role of ethnicity in a pluralistic society. Enrollment limited to 20. Admission by permission of the instructor.

{L/H} 4 credits

Marisa Labozzetta, T Th 3–4:30 p.m.

230b Colloquium: The Asian American Experience

This course will explore the experiences of Asian immigrants and their descendants in the United States, placing them in the framework of the far-reaching and turbulent social and political changes in an industrializing country: how their lives were altered in an alien society; the socioeconomic effects of racism; the different experiences of men and women depending on historical time and geographic origins; their sense of identity; the impacts of major events such as World War II and the Cold War, as well as postindustrialism today. Why are Asian Americans considered the “model minority”? What does it mean to be “American” and yet be considered a stranger from a different shore? What are the characteristics of Asian American literature and art? Readings for the course will include historical and anthropological studies as well as fictional material. Admission by permission of the instructor. Enrollment limited to 25. **{L/H}** 4 credits

Floyd Cheung, T Th 10:30–11:50 a.m.

302b Seminar: The Material Culture of New England, 1630–1860

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Classes are held in Old Deerfield, Massachusetts. Admission by permission of the instructor. Enrollment limited.

{H/A} 4 credits

Kenneth Hafertepe, M 2–4 p.m.

340b Symposium in American Studies

Limited to senior majors. Contact American studies office for details. Topics for 1998–99 listed below:

A. Decent and Indecent Representations

The symposium will look at the line separating the decent from the indecent in American representations in the 19th and 20th centuries. It will consider the shifting nature of public and private, controversies over censorship of literature, art, film and other media, and the changing definition of “obscenity,” among other

topics. **{L/H}** 4 credits

Helen Lefkowitz Horowitz, W 1:10–3 p.m.

B. Popular Culture in America

We examine popular culture and the emergence of mass culture in the United States over the last 100 years or so. The course starts from the premise that popular culture, far from being a frivolous or debased alternative to high culture, is an important site of popular expression and cultural conflict, and deserves critical attention. Thus we read theoretical texts that help us to “read” popular culture, even as we examine specific forms of popular culture from burlesque to theme parks, advertising to Hollywood movies, and television to popular music.

Throughout the course, we attempt to ground what we call “culture” in political, economic and social contexts. **{H/S}** 4 credits

Kevin Rozario, Th 1–2:50 p.m.

350a Seminar: Writing About American Society

An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the director of the program. Enrollment limited. Admission by permission of the instructor. **{L/S}** 4 credits

Sherry Marker, T 3–4:50 p.m.

351b Seminar: Writing About American Society

A repetition of 350a. **{L/S}** 4 credits

Richard Todd, Th 3–4:50 p.m.

400a Special Studies

Admission by permission of the instructor and the director. 1 to 4 credits

400b Special Studies

Admission by permission of the instructor and the director. 1 to 4 credits

408d Special Studies

Admission by permission of the instructor and the director. 8 credits

Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods, and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

410a Tutorial on Research Methods at the Smithsonian

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. Graded satisfactory/unsatisfactory only. **{H/S}** 4 credits

Donald Robinson, Director

411a Seminar: Telling Lives: 20th-Century American Biography

A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and

biography's links to the novel, to history and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C. {H} 4 credits

Marc Pachter

412a Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. {H/S} 8 credits
Donald Robinson, Director

Requirements for the American Studies Major

Advisers: Members of the American Studies Executive Committee.

Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors will select a focus—such as an era (e.g., antebellum America, the 20th century) or a topical concentration (e.g., ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme.

Because American studies courses are located primarily in two divisions, Humanities and Social Sciences, students are to balance their studies with courses in each. Courses taken S/U may not be counted toward the major.

Requirements: 12 semester courses, as follows:

1. 201 and 202;
2. Eight courses in the American field, at the intermediate level or above. At least four must be related in a coherent manner. At least two courses must be in the Humanities and two in the Social Sciences. At least two must be devoted primarily to the years before the 20th century. At least one must be a seminar, ideally in the theme selected;

3. One course that will enable explicit comparisons between the United States and another society, culture or region;
4. 340.

Honors

Director: Richard Millington.

430d Thesis
8 credits

431a Thesis
8 credits

Requirements: the same as those for the major, except that a thesis (431a) will be substituted for two of the eight courses in the American field. The thesis will be followed by a public presentation and an oral honors examination in the spring semester.

Diploma in American Studies

Director: Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: 555a and 556b (special seminars for Diploma students only), three other courses in American studies or in one or more of the related disciplines, and American Studies 570b, Diploma Thesis (see below).

555a Seminar: American Society and Culture
Topic for 1998–99: Social, Political and Cultural Issues to 1880. For Diploma students only. 4 credits
Donald Weber, M 7–9 p.m.

556b Seminar: American Society and Culture
For Diploma students only. 4 credits
Peter I. Rose, M 7:30–9:30 p.m.

570b Diploma Thesis
4 credits
Peter Rose and others

Ancient Studies

Advisers

Patrick Coby, Associate Professor of Government,
Director
 Karl Donfried, Professor of Religion and Biblical
 Literature

Barbara Kellum, Associate Professor of Art
 Susan Levin, Assistant Professor of Philosophy
 †Richard Lim, Associate Professor of History

[Courses in brackets will not be offered during the current year.]

The interdepartmental major in ancient studies provides students with an opportunity to study the civilizations of the ancient Mediterranean world from a variety of disciplinary perspectives. Students are encouraged to create for themselves, through related courses in history, language and literature, art, government, philosophy and archaeology, a comprehensive understanding of the dynamic cultures bordering on the Mediterranean Sea (including the Near East) from antiquity up to the time of the Muslim conquests in the seventh century C.E.

The basis of the major is grounded in the knowledge of one or more of the classical languages and in history. Aside from the basis, a prospective student is encouraged to take courses in specific areas such as ancient Greece, the Hellenistic world, Roman civilization, early Christianity and Late Antiquity; otherwise, she may choose to shape a program of study according to her own interests and in consultation with her adviser. She also has an opportunity to write an honors thesis in her senior year to synthesize her accumulated knowledge and/or to explore a particular topic in greater depth.

Qualified students in this major have the opportunity to study for one semester at the Intercollegiate Center for Classical Studies in Rome (see p. 15). The ancient studies major is designed so that it can serve as a valuable complement to a major or minor in a related department.

The Major

Basis: GRK 100d or LAT 100d or 111b (or the equivalent); either HST 202a or [203b] or [204a] or 205b. Students are urged to become proficient in the languages of their concentration, particularly if they plan to pursue graduate studies.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200 level and above) or LAT (200 level and above); two from ancient history (200 level and above); and three from related courses in archaeology, art, classics, education, government, history, philosophy and religion (see list below).

Note that because of the prerequisites in the Department of Classical Languages and Literatures, it will ordinarily be necessary to take a required Latin or Greek course in the sophomore year.

Related Courses

ARC 211a	Introduction to Archaeology
[ARH 206b]	The Art of Ancient Egypt and the Aegean Bronze Age]
[ARH 208a]	The Art of Greece]
[ARH 210a]	Greek Sculpture]
ARH 212b	Ancient Cities and Sanctuaries
[ARH 214a]	Etruscan Art]
[ARH 216a]	The Art of the Roman World]
[ARH 310b]	Studies in Greek Art]
CLS 227a	Classical Mythology
[CLS 230b]	The Historical Imagination]
[CLS 232b]	Paganism in the Greco-Roman World]

[CLS 233b	Constructions of Gender and Sexuality in Greco-Roman Culture]
[EDC 221a	Classical Education]
GOV 261a	Ancient and Medieval Political Theory
[HST 202a	Ancient Greece]
[HST 203b	Alexander the Great and the Hellenistic World]
[HST 204a	The Roman Republic]
[HST 205b	The Roman Empire]
HST 206a	Aspects of Ancient History
[HST 207b	Islamic Civilization to the 15th Century]
[HST 296a	Topics in Ancient History]
PHI 124a	History of Ancient and Medieval Philosophy
PHI 324b	Seminar in Ancient Philosophy
REL 210a	Introduction to the Bible I
REL 220b	Introduction to the Bible II
[REL 225b	Christian Origins: Archaeological and Socio-Historical Perspectives]
[REL 285a	Hebrew Religious Texts]
[REL 287b	Greek Religious Texts]
[REL 333a	Seminar: The Social World of Early Christianity]

Honors

Director: Patrick Coby.

431a Thesis

8 credits

This is a two-semester program undertaken during the senior year. Students who plan to enter honors should contact their adviser(s) by the second semester of their junior year and submit an application.

The thesis is due on the first day of the spring semester of the senior year. The preparation for the thesis will count eight credits during the fall semester of the senior year. The candidate will be given an oral examination of the thesis during the spring semester.

Requirements: the same as those for the major, but counting the thesis in lieu of two four-credit courses.

Anthropology

Professors

Elizabeth Erickson Hopkins, Ph.D.
Frédérique Apffel-Marglin, Ph.D.

Associate Professors

Donald Joralemon, Ph.D., *Chair*
**Elliot Mayer Fratkin, Ph.D.

Assistant Professors

Ravina Aggarwal, Ph.D.
Patricia Pierce Erikson, Ph.D.

Visiting Lecturer

²Beth E. Notar, M.A. (Anthropology and East Asian Studies)

[Courses in brackets will not be offered during the current year.]

Students are strongly encouraged to complete ANT 130 or ANT 131 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

130a Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, India and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Total enrollment of each section limited to 25. **{S}** 4 credits
Elliot Fratkin, M W F 10–10:50 a.m.

Patricia Erikson, T Th 10:30–11:50 a.m.

Ravina Aggarwal, T Th 3–4:50 p.m.

130b Introduction to Cultural Anthropology

A repetition of 130a. Total enrollment of each section limited to 25. **{S}** 4 credits

Donald Joralemon, M W 11 a.m.–12:10 p.m.

Patricia Erikson, T Th 10:30–11:50 a.m.

131b Perspectives on Human Behavior and Evolution

The physiological, social and ecological premises of human behavior and their basis in primate social and communication systems. Our biological development as hominids and its behavioral correlates. The uniqueness of language and technol-

ogy as human adaptations. Contemporary political implications of the agricultural revolution and the rise of the early city and early state. Will our late 20th-century commitment to modern technology and global communication prove to be a vision or a trap? **{S/N}** 4 credits

Elizabeth Hopkins

Lecture M W 2:40–4 p.m.

Discussion sections as follows:

Th 1–1:50 p.m.

Th 3–3:50 p.m.

[231a Africa: A Continent in Crisis]

Africa in the postcolonial period has become emblematic of the dislocations which have afflicted the Third World. The course will examine the social, political and economic ramifications of such issues as urbanization, class privilege, ethnicity, changing gender relations, sectarianism, civil war and AIDS. We will explore their genesis in the values and expectations of traditional African societies, in the claims of the colonial period, and in the intensifying global pressures of the postwar world and Cold War politics. To be offered in 1999–2000. **{H/S}** 4 credits

Elizabeth Hopkins

232a Third World Politics: Anthropological Perspectives

The nature of political behavior and the political process. The biology of domination. Survey of traditional political systems from the hunting band to the preindustrial state. The continuing vitality of

traditional values and strategies in the colonial and contemporary arena. Christianity, prophetic sects and Muslim fundamentalism as instruments of political action. The implications of urbanization, ethnicity and global communication on Third World politics. Forging a national identity: ideology and reality. Special emphasis will be placed on postcolonial Africa and its traditional base. **{H/S}** 4 credits

Elizabeth Hopkins, M W 2:40–4 p.m.

[233b The Anthropology of Religion]

A survey of the main fields of "religion" from a comparative viewpoint. The topics include religion and rationality, myth and cosmology, the relations between human societies and their deities, rites of passage, ideology and nationalism. All are set in the context of an anthropological understanding of religion as a social and cultural phenomenon. (E) **{S}** 4 credits

Ravina Aggarwal

236a Economy, Ecology and Society

What distinguishes tribal from state societies? What happens to indigenous peoples under a global economic system? This course introduces materialist approaches in anthropology including human ecology, cultural evolution and political economy. Through readings, film and discussion, this course compares different production and exchange systems, contrasts differences between subsistence and market economies, and discusses the emergence and domination of a global capitalist system over tribal and tributary societies in the past 500 years. **{S}** 4 credits

Elliot Fratkin, T Th 10:30–11:50 a.m.

237b Native South Americans: Conquest and Resistance

The differential impact of European conquest on tropical forest, Andean and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination. **{H/S}** 4 credits

Donald Joralemon, M W 2:40–4 p.m.

240a Anthropology of Museums

This course analyzes museums as actors in producing knowledge and meaning in modern societ-

ies. Museums' relations to colonialism, nationalism, ethnic resistance and positivism are explored. Projects entail describing and critiquing exhibit paradigms and technologies. (E) **{S/H}** 4 credits
Patricia Pierce Erikson, T Th 9–10:20 a.m.

[241b Anthropology of Development]

The Anthropology of Development compares three explanatory models—modernization theory, dependency theory, and indigenous or alternative development—to understand social change in the 20th century. Who sponsors development programs and why? How are power, ethnicity and gender relations affected? How do anthropologists contribute to and critique programs of social and economic development? The course will discuss issues of gender, health care, population growth and economic empowerment with readings from Africa, Asia, Oceania and Latin America. To be offered in 1999–2000. **{S}** 4 credits

Elliot Fratkin

[242b Psychological Anthropology]

Anthropological perspectives on psychological and psychiatric theories, focusing on the relationship between the individual and culture. Historical consideration of central topics in psychological anthropology: life history, culture and personality, transcultural psychiatry and ethnopsychology.

{S/N} 4 credits

Donald Joralemon

243b Colloquium in Political Ecology

This course is an introduction to the study of those factors implicated in the creation and perpetuation of the current ecological crisis. The course is structured around three categories: gender, knowledge and culture. While not exhaustive, they have been chosen as promising entry points into the study of those practices inimical or favorable to ecological health. The course will integrate community-based learning into its requirements. Students will be encouraged to volunteer in local environmental organizations or movements and test there the theoretical learning done in the course. Limited enrollment. Prerequisite: 130 or WST 250 or permission of the instructor. **{S}** 4 credits

Frédérique Appfel-Marglin, T Th 10:30–11:50 a.m.

[244b Woman/Body/Self Cross-Culturally]

The course will examine critically the categories "woman," "body," "self." It will make use of extensive material from other cultures as well as subcultures in the United States and draw on feminist anthropologists and on women writers from different cultures, as well as on feminist historical works. Prerequisite: 130 or WST 250 or permission of the instructor. **{S}** 4 credits

Frédérique Apffel-Marglin

246b Women and Social Change in China

An examination of the experience of Chinese women, especially in modern times, as expressed in documents ranging from oral history and ethnography to fiction and film. While taking into consideration regional, ethnic and socioeconomic diversity, we analyze the impact of cultural ideologies, state policies and market forces on women's lives, and investigate the ways in which women have sought to manipulate and resist these forces. Topics include family, work and sexuality. Subject to the approval of the Committee on Academic Priorities. (E) **{S}** 4 credits

Beth Notar, M W F 10–10:50 a.m.

248a Medical Anthropology

The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. **{S/N}** 4 credits

Donald Joralemon, M W 1:10–2:30 p.m.

250b Native Peoples of North America

Historical and contemporary experiences of Native peoples in the United States and Canada, including missionization, boarding schools, political resistance, artistry and spirituality. Notions of "Native" and "anthropological" voice will be explored through ethnographies, oral histories and historical documents. Prerequisite: ANT 130. (E) **{S}** 4 credits

Patricia Pierce Erikson, T Th 9–10:20 a.m.

330a History of Anthropological Theory

A survey of anthropological ideas and practices

from the 19th century to the present. Topics include social evolutionism, French and British structuralism, cultural materialism, symbolic anthropology, the politics and poetics of fieldwork and ethnography, and experimental ethnography (feminist, indigenous and self-reflective ethnography). Open only to junior and senior anthropology majors or minors. **{S}** 4 credits

Ravina Aggarwal, T Th 10:30–11:50 a.m.

DAN 375b The Anthropology of Dance

4 credits

Yvonne Daniel, T Th 10:30 a.m.–noon

Seminars

340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World

The dynamics of contemporary Third World politics. What factors define the transformation or continuing vitality of traditional institutions and values under pressures of modernization, urbanization and late 20th-century global technology and communications. Topics will include gender politics and gender options; Christianity, sectarian protest and Muslim fundamentalism as strategies of secular resistance and identity; ethnicity and privilege in the national arena. Permission of the instructor is required. **{H/S}** 4 credits

Elizabeth Hopkins, T 3–4:50 p.m.

[341a Seminar: Ritual, Ideology and Power]

The exploration of ritual strategies as an instrument for political action. Comparative survey of prophetic cults, sectarian Christianity, radical Islam and American fundamentalism as vehicles of protest and change. The role of millenarian movements and Liberation Theology in the creation of a national identity. Case studies will include sub-Saharan Africa, Latin America, Native North America, the Middle East and modern American society. Permission of the instructor is required.

{H/S} 4 credits

Elizabeth Hopkins

[342a Seminar: Topics in Anthropology]

Topic: Writing Anthropology: Writing Culture Through Fiction. How does fiction convey cultural

and ethnographic truths? This course examines some of the political and poetic modes of cultural representation through topics that range from magical realism to multiculturalism, from genre to gender and racial identity, from postcolonial literature to writing for advocacy. Readings include theoretical works by literary critics, fictional texts that have made a powerful impact on ethnography, and novels, plays and short stories written by anthropologists. To be offered in 1999–2000. **{H/S}** 4 credits

Ravina Aggarwal

342b Seminar: Topics in Anthropology

Topic for 1998–99: Objects, Others and Selves: The Anthropology of Material Culture. Anthropological approaches to material culture using museum collections. Each student researches an object: its role in crossing cultural contexts and its history of arriving in the collection. Special attention to processes of identity formation and their intersection with economics of material culture. **{S}** 4 credits

Patricia Erikson, Th 3–4:50 p.m.

343b Seminar: Travel, Tourism and Anthropology

This course explores travel as a way of knowing the world. Through a survey of ethnographies, travelogues, films, tourist brochures and guides, we examine the transforming role that travel plays in the representation of other places and peoples. We consider the impact of tourism on the family and gender statuses of both hosts and guests by examining the consequences of global and economic pressures and indigenous counter-developmental measures. Prerequisite: ANT 130 or permission of the instructor. **{S}** 4 credits

Ravina Aggarwal, T 1–2:50 p.m.

344a Seminar: Topics in Medical Anthropology

Topic for 1998–99: Anthropology and Medical Ethics. A cross-cultural analysis of ethics in healing systems and the implications for bioethics. Universal principles versus culturally relative values in medical decision making. Research projects review central ethical issues in medicine from an anthropological perspective. Prerequisite: ANT 248 or permission of the instructor. **{S}**

4 credits

Donald Joralemon, T 3–4:50 p.m.

345b Colloquium: The Anthropology of Science and Technology

The anthropology of science and technology is a dynamic new sub-field in the discipline. It has produced several ethnographies of laboratory life that have been widely cited outside the discipline. Turning the ethnographic gaze on aspects of modern life has been a powerful source of new insights. The course will introduce the ethnographies with historical background on science and technology. Students will be expected to do field work. Prerequisites: ANT 243 or 244 or permission of the instructor. This course will have seminar status for anthropology majors. **{H/S}** 4 credits

Frédérique Apffel-Marglin, W 1:10–4 p.m.

[346b Seminar: Domination and Resistance]

This seminar will consider theories of consciousness as they pertain to social practices of domination and resistance. Concepts such as false consciousness, ideology, common sense, memory and nationalism will be explored with respect to social movements and dominating political structures. **(E) {S}** 4 credits

Patricia Pierce Erikson

General Courses

404a Special Studies

By permission of the department, for junior and senior majors. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon.

Adviser for Study Abroad: Elliot Fratkin.

Requirements: 130 or 131 (basis), 330, one seminar in the department at Smith, and five additional courses in anthropology. The remaining three courses may be in anthropology or in related subjects with the approval of the adviser.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Nigeria, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore and the Philippines. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year.

Majors interested in archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year.

The Major in Sociology and Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Richard Fantasia, Elliot Fratkin, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program and one in the anthropology program.

Requirements: 10 semester courses above the basis. SOC 101 (basis) and ANT 130 or ANT 131 (basis), SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology.

The Minor in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon.

Basis: 130 or 131.

Requirements: in addition to the basis, five elective courses are required, one of which must be either 330b or a seminar in the department.

Honors

Director: Frédérique Apffel-Marglin.

Basis: 130 or 131 for the anthropology major, ANT 130 or ANT 131 and SOC 101 for the sociology and anthropology major.

430d Thesis
8 credits

431a Thesis
8 credits

432d Thesis
12 credits

Requirements:

1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430, 432) written during two semesters, or a thesis (431) written during one semester.
3. An oral examination on the thesis.

Archaeology

Advisory Committee

§Scott Bradbury, Associate Professor of Classical Languages and Literatures

H. Allen Curran, Professor of Geology

Karl Donfried, Professor of Religion and Biblical Literature

Elizabeth Hopkins, Professor of Anthropology

Caroline Houser, Professor of Art, *Director*

Barbara Kellum, Associate Professor of Art

Dana Leibsohn, Assistant Professor of Art

†Richard Lim, Associate Professor of History

Thalia Pandiri, Associate Professor of Classical Languages and Literatures and of Comparative Literature

Neal Salisbury, Professor of History

Lecturer

¹Susan Heuck Allen, Ph.D.

[Courses in brackets will not be offered during the current year.]

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

211a Introduction to Archaeology

An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying important categories of finds such as pottery, bones, stone and metal objects, and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of the Mediterranean Bronze Age and the time of Homer. Enrollment limited to 30. {H/S} 4 credits

Susan Allen, T 1–3:50 p.m.

400a Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors. 2 or 4 credits

400b Special Studies

2 or 4 credits

424c Archaeological Fieldwork

Experience in actual excavation and analysis of its results at an archaeological site done in a program under supervision approved by the Archaeology Advisory Committee. Internship must be approved also by the college Subcommittee on Honors and Independent Programs. {H} 2 or 4 credits

The Minor

Requirements:

1. ARC 211a.
2. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by the Advisory Committee. The project may be done in a variety of ways and places; for example, it may be excavation (field work), or work in another aspect of archaeology in a museum or laboratory, or in an area closely related to archaeology such as geology or computer science. Students are encouraged to propose projects related to their special interests.
This project may be, but does not need to be, one for which the student receives academic credit. If the project is an extensive one for which academic credit is approved by the registrar and the Advisory Committee, it may count as one of the six courses required for this minor.
3. Four additional courses (if the archaeological project carries academic credit) or five (if the archaeological project does not carry academic credit) are to be chosen, in consultation with the student's adviser for the minor, from the various departments represented on the Advisory Committee (above) or from suitable courses offered elsewhere in the Five Colleges. A list of possible courses is available from the advisers.

No more than two courses counting toward the student's major program may be counted toward the archaeology minor. Only four credits of a language course may be counted toward the minor.

Art

Professors

Elliot Offner, M.F.A.

******Helen Searing, Ph.D.

Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)

Chester J. Michalik, M.F.A.

*****Jaroslav Volodymyr Leshko, Ph.D.

Dwight Pogue, M.F.A.

Gary L. Niswonger, M.F.A.

Craig Felton, Ph.D., *Chair*

Caroline Houser, Ph.D.

Susan Heideman, M.F.A.

Visiting Professor

¹Henk van Os

Associate Professors

A. Lee Burns, M.F.A.

Barbara A. Kellum, Ph.D.

John Davis, Ph.D.

Brigitte Buettner, Ph.D.

John Moore, Ph.D.

Assistant Professors

Dana Leibsohn, Ph.D.

Sussan Babaie, Ph.D.

Roger Boyce, Ph.D.

Lecturers

[†]Richard S. Joslin, M.Arch.

Carl Caivano, M.F.A.

Katherine Schneider, M.F.A.

Suzannah Fabing, A.M.

Martin Antonetti, M.S.L.S.

Kevin Wilson, M.S.

¹Sonya Sofield, M.Arch.

¹Leigh Culver, M.A.

²John Gibson, M.F.A.

²Nina James-Fowler, Ph.D.

[Courses in brackets will not be offered during the current year.]

The Department of Art believes that visual literacy is crucial to negotiations of the contemporary world. Consequently, equal weight is given to studio practice and historical analysis. Courses focus on images and the built environment and seek to foster an understanding of visual culture and human expression in a given time and place.

The art history, studio art and architecture divisions all have the year-long course ARH 100d as their foundation.

Many courses are offered in alternate years; students should plan their schedules accordingly. Some art history courses (colloquia and seminars) have limited enrollment. During advising week, students who wish to take these courses and have fulfilled the prerequisites should place their names on the appropriate sign-up sheets available with individual faculty members. Final selection will be made by the instructor, based on these lists.

Students planning to major or to do honors work in art will find courses in literature, philoso-

phy, religion and history taken in the first two years valuable. A reading knowledge of foreign languages is useful for historical courses. BIO 200d is recommended for students with a special interest in landscape architecture. Each of the historical courses may require one or more trips to Boston, New York or other places in the vicinity for the study of original works of art.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

A. THE HISTORY OF ART

Introductory Courses

Introduction to the History of Art (ARH 100d) is open to all students; first-year students receive preference for admission to Image and Word (ARH 110b). There is no prerequisite for either of these introductory classes.

ARH 100d Introduction to the History of Art (L)

This class provides an examination of the visual arts throughout history and from around the world, with all 10 art historians with the department, as well as some colleagues from other institutions, presenting the material of individual specializations. Opening with antiquity and concluding with the contemporary era, we explore the interaction of the visual arts with major cultural, religious and social forces that have shaped civilizations. In addition to acquiring knowledge about the history of art, students are required, from the outset of this year-long course, to develop writing skills. Essays evolving from direct observation of actual works of art, many from the Smith College Museum of Art, and oral presentations at discussion section meetings, corresponding to student initiatives as well as class lectures, provide opportunities for in-depth understanding of diverse cultures and creative endeavors. This course is two semesters; normally, credit is given only upon completion of both semesters. Students with an Advanced Placement grade of 5 have the option of substituting a 200-level art history course for the second semester of ARH 100d. All students need to take the first semester of ARH 100d. Art majors must take this course for a letter grade.

{H/A} 8 credits

Directors: *John Davis (first semester);*

Caroline Houser (second semester)

M W 11 a.m.–12:10 p.m. (F at the option of the instructor) and one 50-minute discussion section.

[ARH 110b Image and Word (C)]

{H/A} WI 4 credits

Lectures and Colloquia

These courses are designed for students who have taken ARH 100d. Specific requirements are noted in the course descriptions. First-year students need the instructor's permission to take courses with numbers higher than 100 unless the course description waives this restriction. All students need the instructor's permission to enroll in colloquia.

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses with enrollment limited to 20 students.

Group I

[ARH 200 Art Historical Studies (C)]

[ARH 202a Arts of the Pre-Columbian Andes (L)]

An introduction to the visual culture of pre-Hispanic Andean people, this class examines images, buildings and sculpted works created in South America before 1550 C.E. Interpretive debates in pre-Hispanic art history and archaeology are considered as we study Inka Cuzco, royal textiles, funerary ceramics, Nazca earthworks and ceremonial architecture from across the Andes. **{H/A}** 4 credits

Dana Leibsohn

ARH 204b Arts of Pre-Columbian Mesoamerica (L)

An examination of images and architectural works created in Mexico, Guatemala and Belize before the arrival of the Europeans. This class focuses on the ways in which public spaces and sacred buildings, sculpture, ceramic vessels and book paintings were invested with meaning before 1550 C.E. Specifically, pre-Hispanic objects and spaces are considered in light of current debates in Aztec, Maya, Teotihuacan and Olmec art history and archaeology. No prerequisite. **{H/A}** 4 credits

Dana Leibsohn, T Th 9–10:20 a.m.

[ARH 206b The Art of Ancient Egypt and the Aegean Bronze Age (L)]

The visual arts of Egypt, the Cycladic Islands, Crete and the Greek mainland during the third and second millennia B.C.E. as seen in their cultural contexts. Consideration of relationships between art and architecture made in Egypt and that made in the Aegean lands during the Bronze Age. Exploration of questions about the reflections of social, political and religious ideas in artistic forms ranging from major architectural complexes to personal jewelry. Consideration of the rediscovery of these arts in modern times and of changing interpretations of it. **{H/A}** 4 credits

Caroline Houser

[ARH 208a The Art of Greece (L)]

Architecture, sculpture, painting and the minor arts from the prehistoric background to the late Hellenistic age. Offered in alternate years. **{H/A}** 4 credits

Caroline Houser

[ARH 210a Greek Sculpture (C)]

Study of Greek sculpture from the archaic period through the monuments of Periclean Athens to the diffusion of the classical ideal in the world of Alexander. Attention to new discoveries and interpretations. The course will include class in museums. **{H/A}** 4 credits

Caroline Houser

ARH 212b Ancient Cities and Sanctuaries (L)

A study of selected Egyptian, Greek and Roman sites as revealed by archaeological, literary and historical evidence. Spatial plans, architecture and other artistic forms as shaped by social, political and religious factors. No prerequisite. **{H/A}** 4 credits

Caroline Houser, T Th 10:30–11:50 a.m.

[ARH 214a Etruscan Art (L)]

An examination of the forms of painting, sculpture and architecture developed by the Etruscans in the city-states of central Italy from the eighth through the second centuries B.C.E. The “irregularities” of Etruscan art, its relation to Greek art, and the questions it poses to our conception of the canon of Western art are explored. **{H/A}** 4 credits

Barbara Kellum

[ARH 216a The Art of the Roman World (L)]

From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., will be the subject of study. This semester, the multiple social roles of women will be a particular point of focus and students will have the opportunity to work firsthand with the female portraits in the Miller Collection of Roman sculpture on loan to the Smith College Museum of Art. We will also examine works of art from later periods in the museum as well as literature and film that structure our perception of the Roman world. **{H/A}** 4 credits

Barbara Kellum

Group II**ARH 220a Art Historical Studies (C)**

Topic for 1998–99: Relics and Reliquaries. Interdisciplinary study of artistic, economic, social and ritual aspects of the cult of relics. While the course will focus on the medieval West, some consideration will be given to similar phenomena in other cultural areas and in modern times. Permission of the instructor is required. **{H/A}** 4 credits

Brigitte Buettner and Henk van Os, Th 1–4 p.m.

ARH 222b The Art of China (L)

The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. Alternates with 224. **{H/A}** 4 credits

Marylin Rbie, M W F 11 a.m.–12:10 p.m.

[ARH 224b The Art of Japan (L)]

The art of Japan, especially painting, sculpture, architecture and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art. Alternates with 222. **{H/A}** 4 credits

Marylin Rbie

[ARH 226b The Art of India (L)]

The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period and the Mughal-Rajput period, as expressed in the architecture, sculpture and painting of the Buddhist, Hindu, Jain and Muslim religions. **{H/A}** 4 credits

Marylin Rbie

ARH 228a Islamic Art and Architecture (L)

A survey of architecture, the arts of the book, and luxury objects of utility (ceramics, metalwork, textiles, carpets, etc.) from Spain to India, and from the seventh through the 19th centuries. Analysis of Islamic visual culture approached through a variety of contexts: religious, political, socio-economic and aesthetic. The course will include museum trips. Recommended background: 100d. (E) **{H/A}** 4 credits

Sussan Babaie, M W 2:40–4 p.m.

[ARH 230a Early Medieval Art (L)]

Architectural, sculpted and pictorial arts from the Migration, Hiberno-Saxon, Carolingian and Ottonian periods. Exploration of early medieval systems of representation, with special emphasis on cross-cultural relationships; "paganism" and Christianity; royal, monastic and female patronage.

{H/A} 4 credits

Brigitte Buettner

ARH 232b Romanesque Art (L)

Architectural, sculpted and pictorial arts from the 11th-12th centuries in France, Spain, Germany, Italy and England. Focus on specific monuments and iconographies studied as shapers of cultural, religious, social and gender identities. {H/A}

4 credits

Brigitte Buettner, M W F 10–10:50 a.m.

[ARH 234a Gothic Art (L)]

Religious and secular architectural, sculpted and pictorial arts from the 12th through the early 15th century North of the Alps. Gothic visual language in its relationship with urbanization, courtly patronage, rise of literacy and changes in devotional attitudes. {H/A} 4 credits

Brigitte Buettner

Group III**[ARH 240a Art Historical Studies (C)]**

{H/A} 4 credits

ARH 240b Art Historical Studies (C)

{H/A} 4 credits

Topic A for 1998–99: Portraiture: The Art of Staging the Self. One of the major artistic genres, portraiture stands as an enduring manifestation of the desire to preserve the memory of specific individuals. Within a broad time span (antiquity to our own century), but through the study of specific examples, this course will examine such questions as: the historically changing understanding of a lifelike portrait; the presentation, through representation, of the self; the tensions between norm and individuality; the functions of portraits in cementing social and sexual identities. Admission by permission of the instructor. Non-art history majors encouraged.

Brigitte Buettner, Th 1–4 p.m.

Topic B for 1998–99: Mughal India. This course follows the formation and development of Mughal (1526–1858) style and its synthesis of indigenous Indian traditions with imported Persian and European influences. Focus will be on portable arts (illustrated manuscripts, album pages, textiles, carpets, metalwork, objects of precious stone, jewelry, etc.) and architectural decoration. Objects in the Smith College Museum of Art and other museums will be studied closely.

Sussan Babaie, M W 2:40–4 p.m.

[ARH 242a Early Italian Renaissance Art (L)]

The reawakening of the arts in Italy with the formation of new religious organizations and the gradual emergence of political units will be studied through theoretical and stylistic considerations in sculpture, beginning with the work of the Pisani, and followed by the revolutionary achievements in painting of Giotto (in Padua and Florence) and Duccio (in Siena) which will inform the art of generations to come. A revival of interest in the liberal arts tradition and the Classical past beginning at the end of the 14th century in Florence, leading to the period known as the Renaissance during the following century in which such architectural designers as Brunelleschi and Alberti, sculptors such as Donatello and Verrocchio, and the painters Masaccio, Fra Angelico, Piero della Francesca, Ghirlandaio and Botticelli, among others, will be examined within the context of the flowering of Humanist courts in Florence, Urbino, Mantua and Ferrara. To be offered fall 1999. {H/A} 4 credits

Craig Felton

[ARH 244b Italian 16th-Century Art (L)]

The giants of the Italian Renaissance—Leonardo da Vinci, Michelangelo and Raphael—will be studied against the backdrop of shifting political tides and the emergence of Pope Julius II, whose patronage caused the arts in Rome, with such projects as the Sistine Chapel and the Stanze of the Papal Apartments, to give a particular meaning to the term Renaissance. This Julian Renaissance, or the High Renaissance in Rome, will be compared with the development in painting of the period from 1450 to 1575 in the courts of Mantua, Ferrara and the Republic of Venice, with the

equally significant artists Andrea Mantegna, Giovanni Bellini, Giorgione, Titian, Tintoretto and Veronese. The course concludes with an examination of the later works of Michelangelo, both in painting and architecture, and those artists of the Florentine "Mannerist" period, including Andrea del Sarto, Pontormo and Rosso, as well as the artists Correggio and Parmigianino in Parma. To be offered in spring 2000. **{H/A}** 4 credits

Craig Felton

ARH 246b Renaissance Architecture (L)

Architectural, urban and landscape design, from the communes of 14th-century Italy to the villas of Andrea Palladio. Focus on the mechanisms of patronage, the interest in antiquity, and the effects of that interest on principles of design, artists' careers and the symbolic meanings applied to architecture. The complex and differentiated cultural implications of the transmission of Italianate patterns to regions north of the Alps and (to a lesser extent) European colonies in the 16th century will be thoroughly explored. No prerequisites. **{H/A}** 4 credits

John Moore, M W F 9–9:50 a.m.

ARH 248a Baroque Art (L)

During this age of the consolidation of power—that of Roman Catholicism and European national states—explorations around the globe, investigations in science, and innovations in the concepts of artistic design led to an explosion of styles, innovative and often revolutionary, in art. Post Counter Reformation Italy and the reconsideration of art theory and design at the Academy of the Carracci in Bologna beginning about 1580, the emergence of a new artistic interpretation brought about by Caravaggio and his followers—first in Rome and then across Europe—and the subsequent change in styles to meet various political and regional needs will be examined through painting and sculpture by such artists as Annibale and Ludovico Carracci, Caravaggio, Gian Lorenzo Bernini, Pietro da Cortona and Guido Reni (in Italy); Simon Vouet, Poussin, Claude and Georges de La Tour (in France); and El Greco, Ribera, Velázquez and Zurbarán (in Spain). No prerequisite. **{H/A}** 4 credits

Craig Felton, T Th 9–10:20 a.m.

[ARH 250a Baroque Architecture (L)]

European architectural theory and practice in the Age of Absolutism and the nascent bourgeoisie, from the Florence of Cosimo I to the ephemeral structures of revolutionary France. Developments in landscape and urban design an integral part of the course. Focus throughout on the fundamental interdependence of architecture and society. No prerequisites. **{H/A}** 4 credits

John Moore

ARH 252b Art of the Spanish Habsburgs (L)

From Charles V, Holy Roman Emperor (Charles I of Spain) in the mid-16th century, to Charles II, last of the Habsburg line at the end of the 17th century, this survey will investigate the purposes to which painting is used to satisfy religious and political needs in what is called Spain's "Golden Age." The Venetian paintings, especially those of Titian—highly prized by Charles V and his son and successor Philip II—will be examined within the context of royal patronage and against the backdrop of global political power. The great age of Philip IV and the gradual diminution of Spain's influence—culminating in a rapid decline under Charles II—will also be considered through artistic production, especially that of Velázquez and others at the court of the Spanish Monarchy under the direction of the powerful prime minister, the Count-Duke Olivares. Works by painters, especially El Greco, Ribera, Velázquez, Zurbarán, Murillo and Coello, will be the primary focus of this course. No prerequisite. **{H/A}** 4 credits

Craig Felton, T Th 9–10:20 a.m.

[ARH 254b Dutch and Flemish Art of the 16th and 17th Centuries (L)]

Special consideration given to the work of Bruegel, Rubens and Rembrandt and to the development of landscape, portraiture and genre painting. **{H/A}** 4 credits

[ARH 256a Art of the 18th Century in Europe (L)]

Painting, architecture and sculpture in Europe, with emphasis on developments in England and France. Recommended background: 100d. **{H/A}** 4 credits

Helen Searing

ARH 258a Art and Society in 18th-Century Europe

Painting, sculpture, architecture, urban and landscape design, small-scale arts and printmaking from the completion of Versailles to the French Revolution. Examples drawn from France, Great Britain, Spain, Italian states, German-speaking principalities, Sweden and Russia. Recurring themes include artists' training; academies, aesthetics and art theory; art criticism and the viewing public; collecting and display; patronage and the art market; encyclopedism and exoticism; changing perceptions of antiquity; artistic production as a motor of statecraft (porcelain, illustrated books, ephemeral design); relationship of art to religion, politics, literature and science; international propagation and local transformations of artistic paradigms. No prerequisite. **{H/A}** 4 credits
John Moore, M W F 11 a.m.–12:10 p.m.

Group IV

[ARH 260b Art Historical Studies (C)]

[ARH 261a The Art of Africa (L)]
{H/A} 4 credits

[ARH 263a American Indian Art and Architecture]
 An introduction to American Indian visual culture from the United States and Canada. Concentrating on the period from 1900 to the present, this course addresses two themes: how specific images and buildings operate in indigenous contexts, and current debates over the production, collection and exhibition of American Indian arts. **{H/A}** 4 credits
Dana Leibsobn

[ARH 264a Arts in North America: Colonial Period to Civil War (L)]
 Art and architecture of the English colonies, the early U.S. republic, and the antebellum period. Emphasis on the function and production of portraits, the development of genre and landscape painting, and the ties to European modes in all media. Recommended background: 100d. **{H/A}** 4 credits
John Davis

ARH 265a Arts in the United States after the Civil War (L)

Art and architecture of the late 19th and early 20th centuries. Exploration of the cultural legacy of the Civil War, the cosmopolitan arts of the Gilded Age, the development of early modernism, and the expansive years during and after World War II. Recommended background: 100d. **{H/A}** 4 credits
Leigh Culver, T Th 10:30–11:50 a.m.

[ARH 266b American Architecture and Urbanism (L)]

A survey of buildings, towns and cities from colonial times to the present, with emphasis on the last 125 years, when Henry Hobson Richardson, Louis Sullivan and Frank Lloyd Wright rose to international prominence and American architectural design acquired a distinction and a reputation for innovation that it still maintains. Recommended background: 100d. **{H/A}** 4 credits
Helen Searing

[ARH 270b Architecture of the 20th Century (L)]
 Modern architecture and urbanism from 1890 to the present. Recommended background: 100d. **{H/A}** 4 credits
Helen Searing

[ARH 272a 19th-Century Art (L)]
 An investigation of major artists and movements in 19th-century Europe from Neo-Classicism of Jacques Louis David to Post-Impressionism of Vincent Van Gogh and Paul Cézanne. Considered are the revolutionary trends in art as they relate to the academic establishment and how the artistic innovations reflect and redefine cultural, historical and societal developments. **{H/A}** 4 credits
Jaroslav Leshko

[ARH 274a 19th-Century European Capitals (L)]
 "Reading" the major metropolises of Europe through their planning and buildings; special emphasis on London, Paris, Berlin and Vienna. Subject matter will include the ideological, cultural and technological components of urban development, the role of public and private institutions and diverse socio-economic and ethnic groups, and the contributions of artists and authors to the image and fabric of selected cities. Recommended background: ARH 100d. Offered in alternate years. **{H/A}** 4 credits
Helen Searing

ARH 276b 20th-Century Art (L)

An investigation of major artistic tendencies in 20th-century art: Cubism, Futurism, Expressionist trends, Dada and Surrealism, Pop Art, among others. Considered are the advent of abstraction, the reexamination of artistic categories, and the importance for the arts of scientific and technological advances and of popular culture. Focus is on European art prior to 1945 and American and European trends thereafter. **{H/A}** 4 credits
Jaroslav Lesbko, T Th 1–2:20 p.m.

[ARH 278b History of Photography (L)]

A survey of photography, photographers and the literature of photography. Consideration of the formal, technical, historical and social factors in the development and practice of photography since 1839. Recommended background: 100d. **{H/A}** 4 credits

[ARH 280b Film and Art History (C)]

{H/A} 4 credits
Barbara Kellum

Other 200-Level Courses

For placement of the courses listed below into Groups I–IV, students should consult with the instructor and faculty adviser.

ARH 285b Great Cities (L)

Topic for 1998–99: Pompeii. A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freed-people as patrons of the arts will be emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th- and 20th-century art will also be discussed. No prerequisite. **{H/A}**
Barbara Kellum, M W 1:10–2:30 p.m.

[ARH 286b The History of City Planning and Landscape Design (L)]
Recommended background: 100d. **{H/A}** 4 credits

ARH 288a Architectural Studies (C)

Topic for 1998–99: American Architecture, International Perspectives. In connection with “Equal Partners: Men and Women Principals in Architectural Practice,” on display at Smith College Mu-

seum of Art during the fall semester, the course will explore the work of contemporary architectural firms represented in the exhibition which work abroad as well as in the United States. Among the issues to be considered are the different critical criteria applied according to national architectural traditions, the impact of different craft practices and technological possibilities on design and execution, the new building types to be required in modernizing countries, and the possibilities of cross-cultural architectural expression. Admission by permission of the instructor. **{H/A}** 4 credits

Helen Searing, M W 1:10–2:30 p.m.

[ARH 290b The History of Graphic Arts (C)]

A survey of prints and printmaking from 1400 to the present in Europe and America. Prerequisite: 100d. **{H/A}** 4 credits

ARH 292a The Art and History of the Book (C)

A survey of the printed book as an art form from the 15th to the 20th century. Admission by permission of the instructor. **{H/A}** 4 credits
Martin Antonetti, T Th 3–4:50 p.m.

ARH 294b Art Historical Methods (C)

An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors. Prerequisites: 100d and one 200-level art history course, or permission of the instructor. **{H/A}** 4 credits
Dana Leibsohn, Th 3–4:50 p.m., additional time to be arranged

Seminars

Seminars require both an oral presentation and a research paper and are limited to enrollments of 12. Students wishing to enroll in a seminar should have junior or senior standing and should seek permission by checking the sign-up procedures on the instructor's door. A 200-level course in the same area is helpful but is not a prerequisite.

[ARH 304a Arts of Africa, Oceania and the Americas]

{H/A} 4 credits

Dana Leibsohn

[ARH 310b Studies in Greek Art]

{H/A} 4 credits

Caroline Houser

ARH 315a Studies in Roman Art

Topic for 1998–99: Popular Culture in the Roman World. A multidimensional cultural analysis of objects made for women and men from all walks of life, throughout the Roman world. By considering the visual encodings in scenes on mass-produced terra cotta lamps and graffiti, in jewelry and luxury tableware, in literary texts, costly funerary monuments, fine statuary and wall paintings, we'll assess what these objects can reveal about modes of representation and life in another era: its spectacles, its passions and its visual pleasures. {H/A} 4 credits

Barbara Kellum, T 3–4:50 p.m.

[ARH 331b Studies in Northern European Art]

{H/A} 4 credits

[ARH 333a Studies in Italian Renaissance Art]

{H/A} 4 credits

Craig Felton, John Moore

ARH 342b Studies in 17th-Century Art

Topic for 1998–99: Caravaggio and His Followers. By the 1580s, a "revolutionary" spirit began to characterize the production of art in Italy. First in Bologna, and soon in Rome, new interpretations of subject and form generated excitement among patrons and artists. Caravaggio (1571–1610), who was hailed by critics of his own time as one of the innovators of the new style of painting, rapidly became a magnet in attracting artists to Rome from across Europe. Caravaggio arrived in Rome in the early 1590s and remained there only until 1606, when he fled south to Naples after murdering an opponent in a sports match. The phases of his career will be examined within the dynamic artistic context of the period and the growing international reverberations of the "revolution."

{H/A} 4 credits

Craig Felton, T 1–2:50 p.m.

[ARH 348b Studies in British Art]

Emphasis on the relationships among literature, social theory and the arts. {H/A} 4 credits

Helen Searing

[ARH 351b Studies in 19th-Century Art]

{H/A} 4 credits

Jaroslav Lesbko

ARH 352a Studies in Art History

Topic for 1998–99: The Human Figure in the Classical Tradition. Ancient Greeks chose the human figure as metaphor to express cultural, religious and political ideas. That tradition lives on in later times, as we can see in such diverse creations as Donatello's *Mary Magdalene*, Bartholdi's *Statue of Liberty* and Henry Moore's *Reclining Figures*. After examining examples of Greek art that focus on the human form and some Roman images reflecting that Greek tradition to see what we retain of that classical heritage, we will study a variety of ways the human figure has been used in art that ranges in time from antiquity to the present day. When are human figures used as metaphors in the classical tradition, either consciously or unconsciously, and what meanings do representations of human figures express in various cultural contexts throughout the history of the western world?

{H/A} 4 credits

Caroline Houser, W 1:10–3 p.m.

ARH 352b Studies in Art History

Topic for 1998–99: Rome in the 17th and 18th Centuries.

John Moore, W 1:10–3 p.m.

ARH 354b Studies in American Art

Topic for 1998–99: Genre Painting: The Second Generation. What became of narrative figure painting after its initial efflorescence in the early 19th century? How did the Civil War affect earlier themes of childhood, family life, politics, humor and racial strife? Could these themes survive unchanged in the Gilded Age and the Brown Decades? Taking Eastman Johnson's works as a starting point, we will expand our examination of genre painting to include such lesser known contemporaries as Thomas Hovenden, Seymour J. Guy, J. G. Brown and Thomas W. Wood, among others. {H/A} 4 credits

John Davis, M 2:10–4 p.m.

[ARH 356b Studies in 20th-Century Art]

{H/A} 4 credits

Jaroslav Lesbko

[ARH 359a Studies in Modern Architecture]

Prerequisite: ARH 270 or the equivalent. {H/A}

4 credits

Helen Searing

[ARH 375b Studies in Asian Art]

{H/A} 4 credits

Marylin Rbie

Interterm Course

[ARH 295j Museum Studies]

This course explores the historical evolution of art museums and how differing missions and audiences shape museums today. Students visit a range of museums, private collections, conservation laboratories, art dealers and auction houses, and meet with their senior staff. They will learn about the behind-the-scenes operations required to meet the fundamental goals of all art museums: preserving, collecting, exhibiting and interpreting the world's artistic heritage. Two major projects are required: a paper and a mini-exhibition at the Smith College Museum of Art. Prerequisites: ARH 100d and one ARH course at the 200 level. Enrollment limited to 10. {A} 3 credits

Suzannah Fabing

Cross-listed and Interdepartmental Courses

Although the following courses are listed in other departments, students may receive credit for them toward the art history major and minor.

AMS 302b The Material Culture of New

England, 1630–1860

Not for seminar credit.

[EAS 270b Colloquium in East Asian Studies (C)]

EAS 279b The Art and Culture of Tibet (C)

[EAS 380b Seminar in East Asian Studies]

HST 218a Thought and Art in China (C)

Topic for 1998–99: Thought and Art in Medieval China

Special Studies

ARH 400a Special Studies

1 to 4 credits

ARH 400b Special Studies

1 to 4 credits

ARH 408d Special Studies

8 credits

Graduate Courses

ARH 580a Advanced Studies

4 or 8 credits

ARH 580b Advanced Studies

4 or 8 credits

ARH 580d Advanced Studies

8 credits

ARH 590d Research and Thesis

8 credits

B. STUDIO COURSES

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ARH 100d requirement in the first or second year.

All studio courses require extensive work beyond the six scheduled class hours.

Please note that all studio art courses have limited enrollments.

Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 20, or in some cases 15, per section. Two 100-level courses are generally considered the prerequisites for 200- and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor.

ARS 161a Design Workshop I

An introduction to visual experience through a study of the basic principles of design. {A} 4 credits

A. Lee Burns, Director

A. Lee Burns, M W 1:10–4 p.m.

Chester Michalik, T Th 9–11:50 a.m.

ARS 161b Design Workshop I

A repetition of 161a. {A} 4 credits

A. Lee Burns, Director

Carl Caivano, M W 9–11:50 a.m.

To be announced, T Th 1–4 p.m.

ARS 162a Design with Computers

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics workstation. Enrollment limited to 8. Permission of the instructor required. {A} 4 credits

To be announced, M W 9–11:50 a.m.

Carl Caivano, T Th 1–4 p.m.

ARS 162b Design with Computers

A repetition of 162a. Enrollment limited to 8. Permission of the instructor required. {A} 4 credits

Gary Niswonger, M W 9–11:50 a.m.

ARS 163a Drawing I

An introduction to visual experience through a study of the basic elements of drawing. {A} 4 credits

Dwight Pogue, Director

Dwight Pogue, T Th 1–4 p.m.

Katherine Schneider, M W 1:10–4 p.m.

Carl Caivano, T Th 9–11:50 a.m.

ARS 163b Drawing I

A repetition of 163a. {A} 4 credits

John Gibson, Director

Katherine Schneider, M W 8–10:50 a.m.

Katherine Schneider, M W 1:10–4 p.m.

John Gibson, T Th 9–11:50 a.m.

ARS 171a Introduction to the Materials of Art

An introduction to materials used in the various arts. For students not intending to major in studio art. Enrollment limited to 20. {A} 4 credits

Elliot Offner, M W 8–10:50 a.m.

Intermediate Courses

Middle-level courses are generally open to students who have completed two 100-level courses, unless stated otherwise. Students will be allowed to repeat 200-level and above courses, provided they work with a different instructor.

ARS 262b Design Workshop II

Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication, and the use of materials in the organization of space. Prerequisite: 161a or b, or permission of the instructor. Enrollment limited to 16. {A} 4 credits

A. Lee Burns, M W 1:10–4 p.m.

[ARS 264a Drawing II]

Advanced problems in drawing, including study of the human figure. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15. {A} 4 credits

ARS 264b Drawing II

A repetition of 264a. Enrollment limited to 15.

{A} 4 credits

Roger Boyce, M W 9–11:50 a.m.

[ARS 265b Color]

Studio projects in visual organization stressing the understanding and application of color principles, using the various color media, such as acrylic paint, colored paper and light. Prerequisite: 161a or b, 163a or b, or permission of the instructor. Offered in alternate years. {A} 4 credits

ARS 266a Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Susan Heideman, M W 1:10–4 p.m.

ARS 266b Painting I

A repetition of 266a. Prerequisite: 163a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Roger Boyce, M W 1:10–4 p.m.

ARS 267a Watercolor Painting

Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 161a or b, 163a or b, and 266a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Susan Heideman, M W 9–11:50 a.m.

ARS 269a Offset Printmaking I

Introduction to the printmaking technique of hand-drawn lithography, photographic halftone lithography and linocut. May be repeated once for credit. Prerequisites: 161a or b, or permission of the instructor. Enrollment limited to 12. **{A}** 4 credits

Dwight Pogue, T Th 9–11:50 a.m.

ARS 270b Offset Monoprinting

Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Dwight Pogue, T Th 9–11:50 a.m.

[ARS 271a Lithographic Techniques]

Methods of printmaking, with emphasis on lithographic techniques. Prerequisite: 161a or b, or 162a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15. Normally offered in alternate years. **{A}** 4 credits

ARS 272a Intaglio Techniques

An introduction to intaglio techniques, particularly collagraph, drypoint, etching and engraving. Prerequisites: 161a or b, or 162a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Gary Niswonger, T Th 1–4 p.m.

ARS 273a Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161a or b and 163a or b, or permission of the instructor. Enrollment limited to 16. **{A}** 4 credits

A. Lee Burns, M W 9–11:50 a.m.

ARS 275b An Introduction to Printing

Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 10. Admission by permission of the instructor. **{A}** 4 credits

Martin Antonetti and to be announced, M W 1:10–4 p.m.

ARS 276a Calligraphy and Lettering

The art of writing and constructing letters and the use of calligraphy and lettering as design. Enrollment limited to 15. **{A}** 4 credits

Elliot Offner, M W 8–10:50 a.m.

ARS 277b Woodcut

The art of cutting images in relief on wood; printing from the woodblocks in black, white and colors. Prerequisite: 161a or b, or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

To be announced, M W 1:10–4 p.m.

ARS 280a Introduction to Architecture, City Planning and Landscape Design

Preliminary instruction in drafting, perspective and model building, followed by planning and design problems. Prerequisite: 100d. Enrollment limited to 12. **{A}** 4 credits

Kevin Wilson, T Th 9–11:50 a.m.

ARS 281b Introduction to Architecture, City Planning and Landscape Design

A continuation of 280a. Prerequisite: 280a. Enrollment limited to 12. **{A}** 4 credits

Kevin Wilson, T Th 9–11:50 a.m.

ARS 282a Photography I

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Recommended: 161, or 163, or permission of the instructor. Enrollment limited to 20 per section. **{A}** 4 credits

Chester Michalik, W F 1:10–4 p.m.

To be announced, T Th 9–11:50 a.m.

ARS 282b Photography I

A repetition of 282a. {A} 4 credits
Chester Michalik, W F 9–11:50 a.m.
Chester Michalik, W F 1:10–4 p.m.

Advanced Courses

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

ARS 362a Painting II

Painting from models, still-life and landscape using varied techniques and conceptual frameworks. Prerequisites: 266a or b and permission of the instructor. Enrollment limited to 15. {A} 4 credits
Roger Boyce, T Th 1–4 p.m.

ARS 362b Painting II

A repetition of 362a. {A} 4 credits
John Gibson, T Th 1–4 p.m.

ARS 364a Drawing III

Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course will shift annually to reflect the technical and ideational perspective of the faculty member teaching it. Focus for fall 1998: Drawing on Computer: Micromedia Freehand. (ARS 162 is advisable.) Prerequisites: ARS 163 and ARS 264. Enrollment limited to 15. {A} 4 credits
Gary Niswonger, T Th 9–11:50 a.m.

ARS 369b Offset Printmaking II

Advanced study in printmaking. Emphasis on color printing in lithography, block printing and photo-printmaking. Prerequisite: 269a or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Dwight Pogue, T Th 1–4 p.m.

ARS 372b Advanced Printmaking

Advanced study in printmaking, with emphasis on lithography. Prerequisites: 271a, 272a, or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Gary Niswonger, M W 1–4 p.m.

ARS 374b Sculpture II

Advanced problems in sculpture using bronze casting, welding and various media. Prerequisites: 273a and permission of the instructor. Enrollment limited to 12. {A} 4 credits
A. Lee Burns, M W 9–11:50 a.m.

[ARS 376b Printing and Graphic Art]

Design and printing of broadsides and books. Instruction given in typography and woodcut. Recommended background: at least one course in the graphic arts or typography. Admission by permission of the instructor. Enrollment limited to 15. {A} 4 credits

[ARS 381a Architecture]

Further problems in design and planning, together with instruction in elementary construction. Prerequisite: 281b or permission of the instructor. Enrollment limited to 12. {A} 4 credits

[ARS 382b Architecture]

A continuation of 381a. Prerequisite: 381a. {A} 4 credits

ARS 383a Photography II

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15. {A} 4 credits
To be announced, T Th 1–4 p.m.

ARS 383b Photography II

A repetition of 383a. {A} 4 credits
To be announced, T Th 9–11:50 a.m.

ARS 384b Advanced Studies in Photography

Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects will provide a basis for critiques. Prerequisites: 282a or b and permission of the instructor. Enrollment limited to 15. {A} 4 credits
To be announced, T Th 1–4 p.m.

ARS 385b Landscape Architecture

Prerequisite: permission of the instructor. {A} 4 credits
To be announced, to be arranged

ARS 390a Five College Drawing Seminar

This course, limited to junior and senior art majors from the five colleges, is based on the assumption that drawing is central to the study of art and is an ideal way to investigate and challenge that which is important to each student. Particular emphasis will be placed on thematic development within student work. Sketch book, written self-analysis, and participating in critique sessions will be expected. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 25, five students from each of the five colleges. (E) **{A}** 4 credits

Coordinator: *Gary Niswonger* (Smith)

M 7–10 p.m. (individual review sessions, Hillyer 18)

W 7–10 p.m. (locations to be arranged)

The first meeting is planned for Monday, Sept. 14, 1998.

ARS 400a Special Studies

Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments. 1 to 4 credits

ARS 400b Special Studies

1 to 4 credits

ARS 408d Special Studies

3 credits

All students interested in a special studies in wood must first complete a noncredit course in woodworking given first semester only. The course will introduce students to the proper use of various woodworking machines. Methods of designing will also be included.

Graduate

ARS 581a Studies in Design, Drawing, Painting, Photography, Graphic Arts or Sculpture

4 credits

Members of the Department

ARS 581b Studies in Design, Drawing, Painting, Photography, Graphic Art or Sculpture

4 credits

Members of the Department

ARS 582d Architecture

8 credits

ARS 583d Landscape Architecture

8 credits

Honors

Co-directors of the Honors Committee:

Art History: Barbara Kellum; Studio Art: Gary Niswonger

Basis: ARH 100d.

ARH 430d Thesis

8 credits

ARS 430d Thesis

8 credits

Requirements: ARH 100d. ARH 294 is recommended for art history majors. Honors candidates undertake a year-long project or thesis (430d) for eight credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.

The Major

Advisers: Brigitte Buettner, Lee Burns, John Davis, Craig Felton, Susan Heideman, Caroline Houser, Richard Joslin, Barbara Kellum, Jaroslaw Leshko, Dana Leibsohn, Chester Michalik, John Moore, Gary Niswonger, Elliot Offner, Dwight Pogue, Marylin Rhie, Helen Searing.

Art History Adviser for Study Abroad: Caroline Houser.

Art Studio Adviser for Study Abroad: Chester Michalik.

There is one art major, which may be taken in one of three variations: Plan A (The History of Art), Plan B (Studio Art) or Plan C (Architecture). At least 16 courses must be taken outside the art department. Students who plan to major in art are advised to take ARH 100d in their first or second year.

Beginning with the class of 2000, majors in the Department of Art will create a portfolio of representative written and/or visual work which will be selected by the student in consultation with her adviser and maintained by the Department of Art during the student's career at Smith. This portfolio will be updated annually and, at graduation, will go with the student as a reflection of her achievement.

Areas of Study

Courses in the history of art are divided into areas that reflect various general time periods. These divisions are:

Group I: 200, 202, 204, 206, 208, 210, 212, 214, 216

Group II: 220, 222, 224, 226, 228, 230, 232, 234

Group III: 240, 242, 244, 246, 248, 250, 252, 254, 256

Group IV: 260, 261, 263, 264, 265, 266, 270, 272, 274, 276, 278, 280

Other courses not listed under Groups I–IV may be placed with the appropriate group in consultation with the instructor and academic adviser.

No course counting toward the major may be taken for an S/U grade.

Plan A, The History of Art

Requirements: ARH 100d; seven additional courses in the history of art (ARH), including at least one seminar; one course in studio art (ARS). Normally at least five of the seven courses, including the seminar, must be taken at Smith College; at least four must fulfill a distribution requirement. Thus, students should take at least one course from each of the four areas of study (Groups I–IV). Seminars do not count toward the distribution requirement.

Plan B, Studio Art

Requirements: ARH 100d and ARS 163a or b; seven additional studio art courses; two additional art history courses in keeping with the four areas of study (Groups I–IV). At least one of the seven

studio courses required should be a Special Studies or Honors project taken during the senior year. Majors are also encouraged to take one of the following design-related courses: ARS 161a or b; ARS 162a or b; ARS 171a or b; and ARS 265a or b. In addition, seniors will be required to install a senior show, which will normally occur in the spring semester.

Plan C, Architecture

Requirements: ARH 100d, ARS 280a, ARS 281b, and ARS 162 or 163; two additional semester courses in three-dimensional design and architectural drafting (e.g., ARS 381a or b, ARS 383b, ARS 262b, and/or their equivalents in other valley institutions) and four semester courses from Plan A (those which focus on architectural monuments and urban environments: thus ARH 202, 204, 206, 208, 212, 214, 216, 228, 232, 234, 246, 250, 256, 264, 265, 266, 270, 274, 285, 286, 288, 359), and/or their equivalents in other Five College institutions. Three of these Plan A courses should come from different time periods or civilizations, in keeping with the four areas of study listed above. Students are required to take at least one colloquium or seminar in the history of art and to submit either a research paper or a design project, which ordinarily will be done in conjunction with a 300-level course, but which may result from an Honors or Special Studies project. Students who contemplate attending a graduate program in architecture should take at least one semester of calculus and one year of physics.

The Minors

Plan 1, The History of Art

Designed for students who wish to focus some of their attention on the history of art although they are majors in another department. With the assistance of their advisers, students may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Members of the art history faculty.

Requirements: ARH 100d; three additional courses in the history of art, each chosen from different areas of study (Groups I–IV); and at least one art history seminar.

Plan 2, Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: Members of the studio art faculty.

Requirements: 163a or b and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3, Architecture and Urbanism

Seeks to draw together the department's offerings in architectural history into a cohesive unit. ARH 100d is recommended.

Advisers: John Moore, Helen Searing.

Requirements: Five courses from the following: ARH 202, 204, 206, 208, 212, 214, 216, 228, 232, 234, 246, 250, 256, 264, 265, 266, 270, 274, 285, 286, 288, 359.

Plan 4, Graphic Arts

Seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit.

Advisers: Gary Niswonger, Elliot Offner, Dwight Pogue.

Requirements: (1) 163 (basis); (2) 290 History of Graphic Arts or 292 Composition of Books; and (3) any four ARS from: 271, 272, 275, 276, 277, 282, 372, 376, 382, of which one should be at the 300 level or a continuation of one medium.

Graduate Study in Art History

Although Smith College is primarily an undergraduate institution, in rare and exceptional cases the Department of Art may accept a candidate for the master's degree in art history. Applicants must normally have a B.A. or equivalent degree and attain the academic sponsorship of the art historian in the department who will be their adviser. Candidates must demonstrate a reading knowledge of two languages (in addition to English), successfully complete 24 credit hours of course work, and present an eight-credit-hour master's thesis to the college in partial fulfillment of the degree requirements.

Astronomy

Professors

Richard E. White, Ph.D., *Chair*

*Suzan Edwards, Ph.D.

Assistant Professor

Brian Michael Patten, Ph.D.

Five College Faculty

Thomas Travis Arny, Ph.D. (Professor, University of Massachusetts)

Tom R. Dennis, Ph.D. (Professor, Mount Holyoke College)

William A. Dent, Ph.D. (Professor, University of Massachusetts)

George S. Greenstein, Ph.D. (Professor, Amherst College)

William Michael Irvine, Ph.D. (Professor, University of Massachusetts)

Neal Katz (Assistant Professor, University of Massachusetts)

Susan G. Kleinmann, Ph.D. (Professor, University of Massachusetts)

John Kwan, Ph.D. (Professor, University of Massachusetts)

James Lowenthal (Assistant Professor, University of Massachusetts)

F. Peter Schloerb, Ph.D., *Chair* (Professor, University of Massachusetts)

Stephen E. Schneider, Ph.D. (Associate Professor, University of Massachusetts)

Michael F. Skrutskie, Ph.D. (Associate Professor, University of Massachusetts)

Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)

Karen M. Strom (Senior Researcher, University of Massachusetts)

Stephen E. Strom, Ph.D. (Professor, University of Massachusetts)

Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)

David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)

Martin D. Weinberg, Ph.D. (Associate Professor, University of Massachusetts)

Judith S. Young, Ph.D. (Professor, University of Massachusetts)

[Courses in brackets will not be offered during the current year.]

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115a or b and 116a or b and the mathematics sequence up to Calculus II (MTH 112a or b) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof

of McConnell Hall, which includes a 14" Schmidt-Cassegrain reflector; the Whately Observatory of Smith College, with a 16" Cassegrain reflector; the Five College Radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-4301) for the time of the first class meeting.

100a A Survey of the Universe

Concepts of the cosmos, ancient and modern. The course includes an introduction to celestial motions and the evolution of scientific theories to explain them. It proceeds to explore the ways in which basic ideas about the forces of nature underlie contemporary understanding of the origin, structure and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. Designed for non-science majors. Laboratory (101a) is optional. {N} 3 credits
Brian Patten, T Th 9–10:20 a.m.

101a Astronomy Laboratory

The celestial sphere. Daily motion of the stars, orbit and phases of the moon, constellations and their change with the seasons. Telescopic observations of sun, moon, planets, double stars, clusters, gaseous nebulae and galaxies. Includes a field trip to the Bassett Planetarium at Amherst College. Corequisite: 100a, which must be taken concurrently. {N} 1 credit
Richard White, Brian Patten
Lab sections as follows:
M 7:30–9 p.m., *Richard White*
W 7:30–9 p.m., *Brian Patten*
Th 7:30–9 p.m., *Brian Patten*
plus self-scheduled observations

[102a Sky I: Time]

Observe and measure the cyclical motions of the sun, the moon and the stars. Reconstruct the historical foundation for measuring time. Understand phases of the moon, lunar and solar eclipses, seasons. Enrollment limited to 25 per section. {N} 2 credits

102b Sky I: Time

A repetition of 102a. Enrollment limited to 25 per section. {N} 2 credits
Suzan Edwards
Sections as follows (each with afternoon and evening meetings):
T 3–4:20 p.m., W 7–8:15 p.m.
W 8:15–9:30 p.m., F 1:10–2:30 p.m.

111b Introduction to Astronomy

A comprehensive introduction to the study of classical and modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, overall structure and final destiny. This introductory course is designed for students, including science majors, who are comfortable with precalculus mathematics. Weekly evening laboratories will include a visit to the Amherst College planetarium and optical viewing and celestial photography through the telescopes of the Five College Astronomy Department. Prerequisite: MTH 102 or the equivalent. {N} 4 credits
Lecture: M W F 1:10–2:20 p.m., *Suzan Edwards*
Lab: M 7 p.m., *Richard White*

215b FC15b History of Astronomy

Lectures, readings and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws; the mechanistic universe in the Age of Reason of the 18th and 19th centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure and evolution of stars and galaxies; and developments in modern astronomy. Non-technical, with emphasis on history and cosmology. {H/N} 4 credits
Richard White, M W 2:40–4 p.m. at Smith

223b FC23b Planetary Science

A freshman-level introductory course for physical science majors. Topics include planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. {N} 4 credits
F. Peter Schloerb, T Th 2:30–3:45 p.m. at UMass

224a FC24a Stellar Astronomy

This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual modeling, numerical computation and quantitative comparison between observation and theory. Prerequisites: PHY 115, MTH 111, plus one astronomy class. {N} 4 credits

Richard White, M W 2:30–5 p.m. at Smith

[224b FC24b Stellar Astronomy]

A repetition of 224a. {N} 4 credits

225b FC25b Galactic and Extragalactic Astronomy

The basic observational properties of galaxies will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: PHY 115, MTH 111, plus one astronomy class. {N} 4 credits

George Greenstein, T Th 2:30–3:45 p.m. at Amherst

226a FC26a Cosmology

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course. {N} 4 credits

William Dent, T Th 2:30–3:45 p.m. at UMass

226b FC26b Cosmology

A repetition of 226a. {N} 4 credits

Tom Dennis, T Th 2:30–3:45 p.m. at Mount Holyoke

330a FC30a Seminar: Topics in Astrophysics

Topic for 1998–99: Formation of Stars and Planetary Systems. Devoted each year to a particular

topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year. Prerequisite: one of 224, 351 or 352. {N} 4 credits
George Greenstein, M W 2:30–3:45 p.m. at Amherst

[337b FC37b Observational Techniques in Optical and Infrared Astronomy]

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: one of 224, 351 or 352. Taught in alternate years with 338. {N} 4 credits

338b FC38b Techniques of Radio Astronomy

Equipment, techniques and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds and extragalactic objects. Prerequisite: PHY 214. Taught in alternate years with 337. {N} 4 credits

Ronald Snell, T Th 2:30–3:45 p.m. at UMass

351a FC51a Astrophysics I: Stars and Stellar Evolution

Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and

luminosities; Newton's laws and the determination of stellar masses; hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and X-ray binaries.

Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. **{N}** 4 credits

David Van Blerkom, M W 1:25–2:45 p.m. at UMass

352b FC52b Astrophysics II: Galaxies

Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves.

Quasars and active galactic nuclei; synchrotron radiation; accretion disks; supermassive black holes. **Prerequisites:** PHY 115, PHY 116, plus two additional 200-level physics classes. **{N}** 4 credits
James Lowenthal, T Th 2:30–4 p.m. at UMass

400a Special Studies

Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy and exobiology. 1 to 4 credits

400b Special Studies

1 to 4 credits

The Major

Advisers: Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed

to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to double major with physics. Especially well prepared students may enroll in graduate astronomy courses.

First-year students considering an astronomy major should enroll in PHY 115 in the fall semester and begin astronomy with 111 in the spring semester.

Basis: 111.

Requirements: 12 semester courses, including the basis; 224; PHY 115 and 116; PHY 210 and 211, or MTH 222 and 225, or (option available for classes of 1999, 2000 and 2001) PHY 210 and two courses selected from MTH 211, 212, 222, 225, and PHY 211; and two astronomy courses at the 300 level or above. The remaining courses may be chosen from intermediate-level courses in physics or intermediate or advanced courses in astronomy. Students may choose a one- or two-semester Special Studies or honors project in the senior year as an introduction to the process of astronomical research. Successful completion of such a project entails an oral and a written presentation to the department.

The Minor

Advisers: Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context that could include history of science, scientific writing or editing, or science education.

Basis: 111.

Requirements: Six semester courses, including the basis, PHY 115, 116, and three intermediate or advanced astronomy courses, including 224.

Honors

Directors: Suzan Edwards, Richard White.

430d Thesis

8 credits

432d Thesis

12 credits

Requirements: Same as for the major and 8 or 12 thesis credits in the senior year.

Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640	Galactic and Extragalactic Astronomy
UMass 700	Independent Study
UMass 717	Plasma Astrophysics
UMass 730	Radio Astrophysics
UMass 731	Radio Astronomy
UMass 732	Numerical Techniques in Experimental Physics and Astronomy
UMass 741	The Interstellar Medium
UMass 746	Solar System Physics
UMass 748	Cosmology and General Relativity
UMass 843	Stellar Atmospheres

Biochemistry

****Stylianios Scordilis, Ph.D. (Biological Sciences),**
Director

Professor

Kenneth Hellman, Ph.D. (Chemistry)

Associate Professor

David Bickar, Ph.D. (Chemistry)

Assistant Professors

Dany Adams, Ph.D. (Biological Sciences)

Christine White-Ziegler, Ph.D. (Biological Sciences)

Lecturer

Lâle Aka Burk, Ph.D. (Chemistry)

[Courses in brackets will not be offered during the current year.]

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 230a, 231a and CHM 224b before the junior year. The major in biochemistry consists of a minimum of 53 credits, by special permission of the faculty.

252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 230a/231a and CHM 223a. Laboratory (253b) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits
David Bickar, T Th 9–10:20 a.m.

253b Biochemistry I Laboratory

Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis and a project lab on linked enzyme kinetics. Prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently. {N} 2 credits
To be announced, T 1–4:50 p.m.

CHM 335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermody-

namics, solution equilibria, enzyme kinetics, and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: CHM 224b or permission of the instructor, and MTH 112a or b. {N} 4 credits

Kenneth Hellman

Lecture M W F 11–11:50 a.m.

Lab F 1:10–4 p.m.

352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252b and CHM 224b. Laboratory (353a) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits

David Bickar, T Th 9–10:20 a.m.

353a Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352a is a prerequisite or must be taken concurrently. {N} 2 credits

David Bickar

Lab sections as follows:

T 1–4:50 p.m.

W 1–4:50 p.m.

CHM 357b Selected Topics in Biochemistry

Prerequisite: BCH 352a, or permission of the instructor. {N} 3 credits

David Bickar, W 7:30–10 p.m.

400a Special Studies

Variable credit (1 to 5) as assigned

400b Special Studies

Variable credit (1 to 5) as assigned

400d Special Studies

Variable credit (2 to 10) as assigned

The Major

Students planning graduate study in biochemistry are advised to include PHY 115 and 116 in their program of study.

Requirements: BIO 111a, 112b, 230a and 231a; CHM 111a, 222b, 223a, 224b, 332b or 335a; BCH 252b and 253b, 352a and 353a. And either BIO 234b and 235b or BIO 346b and 347b.

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Honors

Director: Kenneth Hellman.

430d Thesis

8 credits

432d Thesis

12 credits

Requirements: same as for the major, with the addition of a research project in the senior year, an examination in biochemistry, and an oral presentation of the honors research.

Biological Sciences

Professors

*Carl John Burk, Ph.D.
 Stephen G. Tilley, Ph.D.
 Philip D. Reid, Ph.D.
 Robert B. Merritt, Ph.D., *Chair*
 Margaret E. Anderson, Ph.D.
 *Richard F. Olivo, Ph.D.
 **Stylianos P. Scordilis, Ph.D.
 Steven A. Williams, Ph.D.
 **Paulette Peckol, Ph.D.
 Richard T. Briggs, Ph.D.

Associate Professors

Virginia Hayssen, Ph.D.
 Mary Harrington, Ph.D. (Psychology and
 Biological Sciences)

Adjunct Associate Professors

Thomas S. Litwin, Ph.D.
 Leslie R. Jaffe, M.D.

Assistant Professors

Dany Adams, Ph.D.
 Laura A. Katz, Ph.D.
 Christine White-Ziegler, Ph.D.

Adjunct Assistant Professor

Gail E. Scordilis, Ph.D.

Lecturers

Mary Helen Laprade, Ph.D.
 Kim E. Tripp, Ph.D.
¹Betty A. McGuire, Ph.D.

Senior Laboratory Instructor

Graham R. Kent, M.Sc.

[Courses in brackets will not be offered during the current year.]

The following six courses are designed primarily for students not majoring in the biological sciences. For exceptions, see requirements for the major.

102b Human Genetics

A study of human genetics at the level of molecules, cells, individuals and populations. Topics covered will include inheritance of complex characters, sex determination, chromosomal abnormalities, genetic diseases (Huntington disease, sickle cell anemia, Tay-Sach disease), genetic counseling, inbreeding. The course emphasizes problem solving and quantitative skills, and the weekly discussion sections focus on selected papers from the scientific and popular press. {N} 4 credits
Robert Merritt, T Th 10:30–11:50 a.m. and one discussion hour to be arranged

105b "Animals Without Backbones": Invertebrates and Human Society

The natural history of invertebrates and the ways their myriad lifestyles have impinged on human

civilization for better or for worse. Some topics to be considered: food acquisition and food processing; food webs, symbioses; parasites and pests; skeletons; patterns of growth, reproduction and development; color and color change; circadian rhythms; migrations; invertebrates in medicine, research, art and literature. A course in high school biology is strongly recommended. {N} 4 credits

Mary Laprade, T Th 9–10:20 a.m. and one hour to be arranged

202a Horticulture

Theory and practice of plant cultivation in managed environments, including applications to plant conservation, annual and perennial flowers, bulbs, plant propagation, evergreen shrubs and trees, planting practices, hybridization, insects and diseases. Laboratory (203a) must be taken concurrently. {N} 3 credits

Kim Tripp, T Th 9–10:20 a.m.

203a Horticulture Laboratory

Practical application of horticultural practices and techniques to include soil preparation, propagation, using common hand tools, bulb planting, identifying harmful insects and diseases. Horticulture (202a) must be taken concurrently. **{N}**

1 credit

Kim Tripp

Lab sections as follows:

T Th 10:30–11:50 a.m.

T Th 1–2:50 p.m.

204b Horticulture

Continuation of 202a. Includes study of house plants, epiphytes, vegetable gardening, herbs, deciduous trees and shrubs, design and planting plans, wildflowers and advanced plant propagation. Laboratory (205b) must be taken concurrently. Prerequisite: 202a. **{N}** 3 credits

Kim Tripp, T Th 9–10:20 a.m.

205b Horticulture Laboratory

Continuation of 203a. Includes seed treatments, plant identification, flower arranging, advanced plant propagation techniques, pruning, and installation of planting plans. Horticulture (204b) must be taken concurrently. Prerequisite: 203a. **{N}**

1 credit

Kim Tripp

Lab sections as follows:

T Th 10:30–11:50 a.m.

T Th 1–2:50 p.m.

BIO 111a and 112b or permission of the instructor is prerequisite for all other courses. Some courses have additional prerequisites, which may include college chemistry.

Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology are normally not required to take 111a. Students may be exempted from 111a and/or 112b by passing the appropriate departmental placement examination.

111a Introduction to Biology

An introduction to the study of life at the level of cells and organs, including the molecular composition of living systems; the structure, function and metabolism of cells; and the organization and

physiology of plant and animal systems. **{N}** 4 credits

Richard Briggs (Director), Graham Kent

Lecture M W F 10–10:50 a.m., Th 4–4:50 p.m.

Lab sections as follows:

M 1:10–3 p.m.

T 8:30–10:20 a.m.

T 1–2:50 p.m.

T 3–4:50 p.m.

W 1:10–3 p.m.

Th 9–10:50 a.m.

Th 1–2:50 p.m.

112b Introduction to Biology

A continuation of 111a. An introduction to life at the organismal, population and community levels. Topics to be treated include genetics, evolution, biological diversity, form and function in plants and animals, and the ecology of populations and communities. Prerequisite: 111a or permission of the course director. **{N}** 4 credits

Robert Merritt (Director)

Laura Katz, Graham Kent, Stephen Tilley

Lecture M W F 10–10:50 a.m., Th 4–4:50 p.m.

Lab sections as follows:

M 1:10–3 p.m.

T 8:30–10:20 a.m.

T 1–2:50 p.m.

T 3–4:50 p.m.

W 1:10–3 p.m.

Th 9–10:50 a.m.

Th 1–2:50 p.m.

F 1:10–3 p.m.

ESS 215a Physiology of Exercise

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 104 or BIO 111, or permission of the instructor. **{N}** 4 credits

James Johnson, M W F 11–11:50 a.m.

Lab sections as follows:

M 1–2:50 p.m.

T 1:10–3 p.m.

230a Cell Biology

The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Additional prerequi-

site: CHM 222b. Laboratory (231a) is optional.

{N} 4 credits

Stylianios Scordilis, M T W F 8–8:50 a.m.

231a Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field, phase contrast and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. Additional prerequisite: 230a, which should be taken concurrently. {N} 1 credit

Stylianios Scordilis

Lab sections as follows:

M 1:10–4 p.m.

T 1–3:50 p.m.

W 1:10–4 p.m.

GEO 231a Invertebrate Paleontology and Paleocology

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life, and the record of extinctions. Weekend field trip to New York State. Prerequisite: 111a or b, or 108b; open without prerequisite to majors in biological sciences. {N} 4 credits

Allen Curran

Lecture M W F 11 a.m.–12:10 p.m.

Lab W 1:10–4 p.m.

232a Genetics and Evolutionary Mechanisms

A course in transmission, population and evolutionary genetics. Topics will include gene interaction, quantitative inheritance, linkage and mapping, changes in chromosome number and structure, cytoplasmic inheritance, inbreeding, genetic drift and selection. Discussion sections will focus on the analysis of complex problems in inheritance. Laboratory (233a) is optional. {N} 4 credits

Robert Merritt

Lecture M W F 11 a.m.–12:10 p.m.

Discussion sections as follows:

M 1:10–2 p.m.

T 9–9:50 a.m.

T 10:30–11:20 a.m.

233a Genetics and Evolutionary Mechanisms Laboratory

A laboratory course designed to complement the lecture material in 232a. Basic techniques of gene mapping in *Drosophila*, fungi, bacteria and viruses, as well as molecular techniques for the study of genetic variation, will be covered in independent and group projects. Additional prerequisite: 232a, which should be taken concurrently. {N} 1 credit

Robert Merritt

Lab sections as follows:

M 1:10–4 p.m.

T 1–3:50 p.m.

234b Molecular Biology

An introduction to the basic principles of molecular biology stressing the connections between molecular biology, genetics and cell biology. Topics will include DNA and RNA structure, chromosome structure, transcription, translation, the genetic code, recombinant DNA analysis, DNA replication, gene organization, mutation, DNA repair, regulation of gene expression, RNA processing, recombination and mobile genetic elements, gene regulation in development, and the molecular biology of cancer. Additional prerequisites: 230a or 232a. Laboratory 235b is optional. {N} 4 credits

Steven Williams, M W F 11 a.m.–12:10 p.m.

235b Molecular Biology Laboratory

A laboratory course designed to complement the lecture material in 234b. The basic techniques of solving molecular biology problems. These methods will include DNA isolation, DNA synthesis, recombinant DNA methodology, transformation, DNA sequencing, Southern blot analysis, DNA labeling, and computer analysis of DNA sequences. Additional prerequisite: 234b, which should be taken concurrently. {N} 1 credit

Steven Williams

Lab sections as follows:

T 1–3:50 p.m.

Th 1–3:50 p.m.

GEO 235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis

An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in

lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes, and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E) {N} 1 credit
Richard Briggs, John Brady (Geology), to be arranged

240a Plant Biology

Plant structure and function at the cellular, organismal and community levels; survey of the plant kingdom. Laboratory (241a) is optional. {N} 4 credits
Philip D. Reid, M W F 11 a.m.–12:10 p.m.

241a Plant Biology Laboratory

Microscopic analysis of plant structure; comparative analysis of reproductive structures and life cycles; experimental manipulations of model plant systems. A student-designed research project is included. Additional prerequisite: 240a, which should be taken concurrently. {N} 1 credit
Philip D. Reid, Th 1:10–4 p.m.

242a Invertebrate Zoology

The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function and development are considered. Groups of animals studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, nematodes, cnidarians and echinoderms. Parasitism is considered as an important symbiotic relationship. A weekend field trip to the Massachusetts coast may be scheduled. Laboratory (243a) must be taken concurrently. {N} 4 credits
Mary Laprade, T Th 9–10:20 a.m.

243a Invertebrate Zoology Laboratory

Dissections of a wide variety of representative invertebrates with emphasis on the relationship between form and function. Microscopic observations on aspects of invertebrate structure and on locomotion, feeding and other invertebrate behaviors. 242a must be taken concurrently. {N} 1 credit

Mary Laprade

Lab sections as follows:

T Th 1–2:50 p.m.

T Th 3–4:50 p.m.

244b Vertebrate Biology

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (245b) is optional. {N} 4 credits
Virginia Hayssen, T Th 10:30–11:50 a.m.

245b Vertebrate Biology Laboratory

An anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates, with emphasis on the relationship between form and function. One Saturday field trip may be scheduled. 244b must be taken concurrently. {N} 1 credit

Virginia Hayssen

Lab sections as follows:

T 1–3:50 p.m.

W 1:10–4 p.m.

Th 1–3:50 p.m.

MTM 245a Introduction to Probability and Statistics

An applications-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose between a lab for biology majors and a lab for all other majors. Prerequisite: MTH 111a or b, or MTH 153a or b, or one year of high school calculus or permission of the instructor. Lab sections limited to 15. 4 credits

Katherine Halvorsen (Mathematics), Stephen Tilley

Sections as follows:

M W F 11 a.m.–12:10 p.m.

M W F 1:10–2:30 p.m.

Lab sections as follows:

M 2:40–4 p.m.

M 2:40–4 p.m. (reserved for biology majors)

W 2:40–4 p.m.

W 2:40–4 p.m. (reserved for biology majors)

250b Plant Physiology

Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors; survey of some pertinent basic and applied research. Additional prerequisite: CHM 111a or 115a. Laboratory (251b) is optional. {N} 4 credits
Philip D. Reid, T Th 9–10:20 a.m.

251b Plant Physiology Laboratory

Processes which are studied include photosynthesis, photomorphogenesis, growth, uptake of nutrients, water balance and transport, and the effects of hormones. Emphasis is on individual research projects. Additional prerequisite: 250b, which should be taken concurrently. {N} 1 credit
Philip D. Reid, M 1:10–4 p.m.

BCH 252b Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 230 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits
David Bickar (Chemistry), T Th 9–10:20 a.m.

BCH 253b Biochemistry I Laboratory

Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 231a. BCH 252b is a prerequisite or must be taken concurrently. {N} 2 credits
To be announced, T 1–4:50 p.m.

254b General Bacteriology

This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. Additional prerequisite: CHM 111a or 115a. Laboratory (255b) must be taken concurrently. {N} 3 credits
Christine White-Ziegler, M W F 10–10:50 a.m., Th 4–4:50 p.m.

255b General Bacteriology Laboratory

Methods of aseptic technique; isolation, identification, growth and death of bacteria; an individual project at end of term. 254b must be taken concurrently. {N} 2 credits
Christine White-Ziegler, W F 2:10–4 p.m.

256a Animal Physiology

Functions of animals required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Additional prerequisite: CHM 111a or 118a. Laboratory (257a) is optional. {N} 4 credits
Margaret Anderson, M W F 10–10:50 a.m., Th 4–4:50 p.m.

257a Animal Physiology Laboratory

Experiments will be carried out both to demonstrate the concepts presented in lecture and to illustrate techniques and data analysis used in the study of physiology. Additional prerequisite: 256a, which should be taken concurrently. {N} 1 credit
Margaret Anderson
Lab sections as follows:
M 1:10–4 p.m.
T 1:10 –4 p.m.

260a Principles of Ecology

Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Laboratory (261a) is optional. A weekend field trip will be included for students not enrolled in laboratory. {N} 4 credits
Stephen Tilley, T Th 10:30–11:50 a.m.

261a Principles of Ecology Laboratory

Introduction to ecological communities of southern New England, and to the investigation of ecological problems via field work and statistical analysis. Additional prerequisite: 260a, which should be taken concurrently. {N} 1 credit
Stephen Tilley, Th 1–3:50 p.m.

262b Evolution and Systematics

The processes of organic evolution and their relation to patterns in the adaptation and diversification of organisms. The course expands on the basic con-

cepts of population genetics introduced in 232a and treats the nature of adaptation, the nature and formation of species, the reconstruction of phylogenies, the theory and practice of classifying organisms, and the interpretation of major macroevolutionary patterns. It includes a Saturday field trip to the American Museum of Natural History in New York City. Additional prerequisite: 232a. {N} 4 credits
Stephen Tilley, M W F 1:10–2:30 p.m.

264a Marine Ecology

Patterns and processes of marine habitats (rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. Prerequisite: GEO 108b or permission of the instructor. Enrollment limited to 28. Laboratory (265a) must be taken concurrently. {N} 4 credits
Paulette Peckol, T Th 9–10:20 a.m.

265a Marine Ecology Laboratory

The laboratory applies concepts discussed in lecture, focusing on class and individual research projects in both the field and laboratory. Two weekend field trips to the New England coast are included. Additional prerequisite: 264a, which should be taken concurrently. {N} 1 credit
Paulette Peckol

Lab sections as follows:

M 1:10–4 p.m.

T 1–3:50 p.m.

and two weekend field trips.

266b Plant Systematics

Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (267b) must be taken concurrently. {N} 3 credits
John Burk, Th 3–4:50 p.m.

267b Plant Systematics Laboratory

Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. 266b must be taken concurrently. {N} 1 credit
John Burk, F 1:10–4 p.m.

268a The Biology of Microbial Eukaryotes

An exploration of the bizarre and diverse world of microbial eukaryotes (protists). Emphasis will be on the origin and diversification of eukaryotes. The course will identify innovations in physiology, morphology and molecular biology through the evolution of eukaryotic organisms. Laboratory (269a) must be taken concurrently. {N} 4 credits
Laura Katz, T Th 9–10:20 a.m.

269a The Biology of Microbial Eukaryotes Laboratory

The laboratory will allow students to observe microbial eukaryotes and learn techniques for experimentation with these organisms. Students will also be required to do an independent project. A one-day field trip is scheduled. 268a must be taken concurrently. {N} 1 credit
Laura Katz, T 1–3:50 p.m.

EVS 300b Seminar in Environmental Science

Examination of the impact of human populations on natural systems, the development of environmental problems, and the use of environmental science in policy creation. Case studies are used to explore the translation of scientific theory and research into policy and regulation. Topics include landscape ecology, natural system perturbation, conservation biology, sustainability, pollution, environmental health risk assessment, natural resource economics, and the formulation of environmental policy. There will be a one-day weekend field trip. Prerequisite: all courses completed or concurrent for the environmental sciences minor or by permission of the instructor. {S/N} 4 credits
Elizabeth Farnsworth, T Th 9–10:20 a.m.

PSY 311a Neuroanatomy

A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: 180b or 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16. Laboratory sections limited to 8. {N} 4 credits
Stefan Bodnarenko
T Th 10:30–11:50 a.m.
Lab sections as follows:
T 1–4 p.m.
Th 1–4 p.m.

320a Colloquium: Cell Biology of Disease

A study of cells and their diseased states in humans. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include gross and cellular pathology, inflammation, tuberculosis, cancer, metabolic, musculoskeletal and neurological disorders, as well as the clinical symptomology and therapeutic possibilities. Prerequisites: 230a and 231a. {N} 4 credits
Stylianios Scordilis, M 1:10–4 p.m.

330b Neurophysiology

The function of nervous systems. Topics include the cell biology of neurons, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: 230a, or 256a/257a, or a 200-level neuroscience course (PSY 211a, 212b, 222b) and a semester of chemistry. Laboratory (331b) must be taken concurrently. {N} 4 credits

Richard Olivo, T Th 10:30–11:50 a.m.

331b Neurophysiology Laboratory

Electrophysiological recording of signals from neurons, including a short lab project in the second half of the semester. 330b must be taken concurrently. {N} 1 credit

Richard Olivo

Lab sections as follows:

W 1:10–4 p.m.

Th 1–3:50 p.m.

332a Histology

A study of the microscopic structure of animal tissues, including their cellular composition, origin, differentiation, function and arrangement into organs. Additional prerequisite: 230a. Laboratory (333a) is optional, but strongly recommended. {N} 4 credits

Richard Briggs, M W F 11 a.m.–12:10 p.m.

333a Histology Laboratory

An introduction to microtechnique: the preparation of tissue and organs for light microscopic examination, including fixation, embedding and sectioning as well as a number of different staining techniques and cytochemistry. Also includes the study of prepared material. Minimum enrollment: six students. Additional prerequisite: 332a, which should be taken concurrently. {N} 1 credit

Richard Briggs, T 1–4:50 p.m.

336b Introduction to Biological Fine Structure

Introduction to the theory of electron microscopy and associated techniques, including electron optics, instrument design and operational parameters, and specimen preparation; discussion of eukaryotic cell structure (supramolecular organization), and analysis and interpretation of micrographs. Admission by permission of the instructor. Additional prerequisite: 230a. Laboratory (337b) must be taken concurrently. Enrollment limited to six. {N} 3 credits

Richard Briggs, T Th 10:30–11:50 a.m.

337b Introduction to Biological Fine Structure Laboratory

Emphasis will be on the practice of basic techniques for electron microscopy, including diverse preparative procedures for biological material, the operation of the scanning and transmission of electron microscopes, and associated photographic processes. Independent projects are emphasized. 336b must be taken concurrently. {N} 2 credits

Richard Briggs

Lab sections as follows:

Th 1–4:50 p.m.

F 1–4:50 p.m.

[338b Morphology of Algae and Fungi]

Morphology, life cycles, phylogeny, physiology and ecology of algae and fungi. Emphasis placed on the use of algae and fungi in research, as well as their economic and medical importance. Additional prerequisite: a 200-level course in botany or permission of the instructor. Laboratory (339b) must be taken concurrently. Enrollment limited to 12. To be offered in 1999–2000. {N} 4 credits

[339b Morphology of Algae and Fungi Laboratory]

The laboratory will focus on concepts discussed in lecture and will include a small independent project. A weekend field trip is included. 338b must be taken concurrently. To be offered in 1999–2000. {N} 1 credit

342a Molecular Biology of Eukaryotic Systems

The molecular biology of eukaryotes and their viruses. Topics will include eukaryotic chromosome structure and organization, regulation of

gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, molecular evolution, methods for studying human genes, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will give an in-class presentation and write a term paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Additional prerequisite: 234b. Laboratory (343) is optional. {N} 4 credits
Steven Williams, T Th 10:30–11:50 a.m.

343a Molecular Biology of Eukaryotic Systems Laboratory

A laboratory course designed to complement the lecture material in 342. Advanced techniques used to study the molecular biology of eukaryotic systems will be learned in the context of an individualized project chosen in conjunction with the instructor. These methods will include cDNA library construction, DNA sequence analysis, Northern blot analysis, RT-PCR, pulsed-field gel electrophoresis, *in vitro* mutagenesis and others. Enrollment limited to 16. Additional prerequisite: 235 and 342, which should be taken concurrently. {N} 1 credit

Steven Williams, W 1:10–4 p.m. and one hour to be arranged

344a Immunology

An introduction to the immune system; molecular, cellular and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, immunodeficiencies and immunopathology. Additional prerequisite: 230a. Recommended: 232a or 234b and 254a/255a. Laboratory (345a) is optional. {N} 4 credits
Christine White-Ziegler, M W F 10–10:50 a.m., Th 4–4:50 p.m.

345a Immunology Laboratory

Immunological techniques used in immune diagnosis and as research tools. Exercises include isolation, quantification and isotyping of antibodies, ELISA, immunocytochemistry and immune cell population analysis. 344a is a prerequisite or must be taken concurrently. Enrollment limited to 16 students. {N} 1 credit

Christine White-Ziegler, Th 1–4 p.m. and one hour to be arranged

346b Developmental Biology

A study of the twin processes of differentiation and morphogenesis by which a single cell develops into a multicellular organism. Exploration of the experimental foundation of important ideas, with illustrations from the genetics and embryology of model organisms. Prerequisite: 230a or 234b. Laboratory (347b) is optional, but recommended. {N} 4 credits

Dany Adams, M W F 11 a.m.–12:10 p.m.

347b Developmental Biology Laboratory

Observation, analysis and manipulation of various phenomena in the development of both plants and animals. Classic and modern techniques. Lecture 346b must be taken concurrently. {N} 1 credit
Dany Adams, Th 1–3:50 p.m., plus one hour to be arranged

[348a Molecular Physiology]

A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Special topics: hormone action, membrane transport, blood clotting mechanisms, anemias and glycogen-storage diseases. Additional prerequisites: 230a and CHM 223a. Offered in alternate years. Laboratory (349a) is optional. To be offered in 1999–2000. {N} 3 credits

[349a Molecular Physiology Laboratory]

Laboratory models and techniques in cellular physiology at the molecular level, including subcellular fractionation, mitochondrial and chloroplast respiration, light scattering of erythrocytes, muscle model systems and force production, coupled enzyme pathways and their kinetics. Minimum enrollment: five students. Additional prerequisite: 231a. 348a is a prerequisite or must be taken concurrently. To be offered in 1999–2000. {N} 2 credits

[350b Biogeography]

A study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. To be offered in 1999–2000. {N} 4 credits

352a Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the

field, physiological bases of behavior, and behavioral ecology and evolution. Additional prerequisite: 242a/243a, 244b, 262b, or MTH 107a or permission of the instructor. Laboratory (353a) is optional. **{N}** 4 credits

Betty McGuire, T 1–4 p.m.

353a Animal Behavior Laboratory

Research design and methodology for field and laboratory studies of animal behavior. Additional prerequisite: 242a/243a, 244b, 262b, MTH 107a or permission of the instructor. **{N}** 1 credit
Virginia Hayssen, Th 1–5 p.m.

[356a Plant Ecology]

A study of plant communities and the relationships between plants and their environment. Additional prerequisite: a course in ecology or environmental science, or permission of the instructor. Laboratory (357a) must be taken concurrently. To be offered in 1999–2000. **{N}** 3 credits

[357a Plant Ecology Laboratory]

Field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. 356a must be taken concurrently. To be offered in 1999–2000. **{N}** 1 credit

400a Special Studies

Variable credit (1 to 5) as assigned

400b Special Studies

Variable credit (1 to 5) as assigned

Seminars

GEO 355b Geology Senior Seminar

Topic for 1998–99: Environmental Evolution.
{N} 4 credits

Lynn Margulis (UMass), Th 3–4:50 p.m.

360a Topics in Molecular Biology

This seminar will explore the molecular control of human development, from fertilization to old age. To create a context for understanding genetic and hormonal regulation, we will begin with a survey of human embryology and postnatal development. Following this introduction, students will educate each other about control of important processes.

Possible topics include fertilization; birth control; ectopic pregnancy; sex determination; pattern formation and homeotic genes; teratogenesis; drugs and birth defects; maternal-fetal disease transmission; puberty; menstruation; pregnancy in older women; aging; cloning. The ultimate choice of topics will be determined by student interest.

Prerequisite: 230a. **{N}** 3 credits

Dany Adams, T 1–2:50 p.m.

[362b Topics in Organismal Biology]

{N} 3 credits

[364b Topics in Environmental Biology]

{N} 3 credits

PPL 303b Public Policy for Marine and Coastal Resources

The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics include marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: PPL 220 or permission of the instructors. Alternates with BIO 364b, Topics in Environmental Biology. 4 credits

John Burk, Allen Curran (Geology), to be arranged

[366b Topics in Cellular Biology]

Prerequisite: 230a. **{N}** 3 credits

368b Topics in Evolutionary Biology

Topic for 1998–99: The “Evolutionary Synthesis” and Modern Evolutionary Biology. The years 1936–47 have been dubbed the “evolutionary synthesis” as it was this period that united the fields of genetics, systematics, embryology and paleontology in a reanalysis of Darwin’s theory of evolution. This seminar will focus first on the events during the “evolutionary synthesis” from the perspective of both the advances among the scientific disciplines and the practice of these disciplines in different countries. We will then turn to the major questions in evolution today (e.g., speciation, the molecular basis of evolution) and ask to what extent major questions were answered or raised by the

"evolutionary synthesis." Prerequisite: a course in biology or permission of the instructor. **{N}** 3 credits
Laura Katz, Th 1–2:50 p.m.

The Major

Advisers: Students should choose their advisers, according to their interests, from the following list:
 Plant biology: John Burk, Paulette Peckol, Philip Reid.

Cell and molecular biology: Dany Adams, Richard Briggs, Laura A. Katz, Stylianos Scordilis, Christine White-Ziegler, Steven Williams.

Environmental and evolutionary biology: John Burk, Virginia Hayssen, Laura A. Katz, Paulette Peckol, Stephen Tilley.

General biology: Richard Briggs, Virginia Hayssen, Mary Laprade, Robert Merritt, Stephen Tilley.

Marine biology: John Burk, Paulette Peckol.

Microbiology: Laura A. Katz, Christine White-Ziegler, Steven Williams.

Neurobiology: Dany Adams, Mary Harrington, Virginia Hayssen, Stylianos Scordilis.

Zoology: Dany Adams, Richard Briggs, Virginia Hayssen, Mary Laprade, Robert Merritt.

Adviser for Study Abroad: Paulette Peckol (fall); John Burk (spring).

Prospective majors should take CHM 111a and BIO 111a and 112b as early as possible. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses. Students who complete 204b and 205b may be granted four credits toward the major. Students who take one of the other courses designated for non-majors ([100b], [104a], 105b, 206a) before enrolling in 111a or 112b may count it as an elective course in the major.

Basis: 111a and 112b, CHM 111a.

Distribution: four of the following courses, one from each of four fields:

- A. Cell biology: 230a.
- B. Genetics: 232a, 234b.
- C. Organismal biology: 240a, 242a/243a, 244b/245b, 268a/269a.
- D. Physiology: 250b, 254a/255a, 256a.
- E. Evolutionary and environmental biology: 260a, 262b, 264a/265a, 266b/267b.

Advanced courses: At least seven credits at the 300 level, which must include a laboratory course from the department's offerings; only one seminar may count toward the advanced course requirement.

Laboratory courses: At least four laboratory courses, above the basis and including one at the 300 level, must be taken from the department's offerings.

Additional requirements: A total of 48 credits is required for the major. For students who elect to use AP credit in biology instead of completing BIO 111a, only 44 credits are necessary. Electives may be any courses acceptable for the major. Up to five credits of Special Studies may be counted among the electives but may not count either toward the laboratory requirement or toward the advanced-level credit requirement. In addition, satisfactory completion of a senior research paper is required. This will ordinarily be done in conjunction with a 300-level course, but may result from an Honors, Special Studies or other independent research project.

Up to four credits in the major may be acquired from among the following: CHM 222b, CHM 223a.

The Minor

Advisers: The advisers listed as major advisers for specific areas of biological sciences will also serve as advisers for the minor.

The **requirements** for the minor in biological sciences comprise 24 credits from departmental offerings. These courses must include 111a, 112b and one 300-level course. No more than one course designed primarily for non-majors may be included.

Honors

Director: Virginia Hayssen.

Basis: the same as that for the major.

430d Thesis
8 credits

431a Thesis
8 credits

432d Thesis

12 credits

Requirements: the same as for the major, and 8 or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. 430d, 431a or 432d may substitute for one 300-level course. Note that Special Studies credit is superseded by Honors credit.

Marine Sciences

See p. 262.

Neuroscience

See pp. 281–282.

Graduate

Adviser: Philip D. Reid.

507a Seminar on Recent Advances and Current Problems in the Biological Sciences

Selected topics for reading and individual reports.
3 credits

Members of the Department

507b Seminar on Recent Advances and Current Problems in the Biological Sciences

Selected topics for reading and individual reports.
3 credits

Members of the Department

510a Advanced Studies in Molecular Biology

3 to 5 credits

Members of the Department

510b Advanced Studies in Molecular Biology

3 to 5 credits

Members of the Department

520a Advanced Studies in Botany

3 to 5 credits

Members of the Department

520b Advanced Studies in Botany

3 to 5 credits

Members of the Department

530a Advanced Studies in Microbiology

3 to 5 credits

Members of the Department

530b Advanced Studies in Microbiology

3 to 5 credits

Members of the Department

540a Advanced Studies in Zoology

3 to 5 credits

Members of the Department

540b Advanced Studies in Zoology

3 to 5 credits

Members of the Department

550a Advanced Studies in Environmental Biology

3 to 5 credits

Members of the Department

550b Advanced Studies in Environmental Biology

3 to 5 credits

Members of the Department

590d Research and Thesis

8 credits

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance. For most schools, these are one year each of English, inorganic chemistry, organic chemistry, physics and biology. Other courses often recommended include vertebrate biology, genetics, developmental biology, biochemistry, mathematics through calculus, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser and inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Names of pre-health advisers and other information may be obtained from the Career Development Office or from Margaret E. Anderson, chair of the Board of Pre-Health Advisers.

Chemistry

Professors

George Morrison Fleck, Ph.D.
Kenneth Paul Hellman, Ph.D.
Thomas Hastings Lowry, Ph.D.
Robert G. Linck, Ph.D., *Chair*
**Stuart Rosenfeld, Ph.D.

Associate Professor

David Bickar, Ph.D.

Assistant Professors

Petra Nicôle Turowski, Ph.D.
Cristina Suarez, Ph.D.

Lecturer and Laboratory Supervisor

Lâle Aka Burk, Ph.D.

Senior Laboratory Instructor and Laboratory Supervisor

Virginia White, M.A.

Research Associates

Richard E. Morel
Richard M. Neumann

[Courses in brackets will not be offered during the current year.]

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry as first-year students and are advised to complete MTH 112a or b or MTH 114a or b and PHY 115 and 116 as early as possible.

All intermediate courses require as a prerequisite a semester of General Chemistry or an Advanced Placement score of 4 or 5. Students entering with strong preparation in chemistry should elect 111a, Section II or 118a.

100b The World Around Us

A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; chemistry and the environment. No prerequisite. Not open to students with Advanced Placement or previous college credit in chemistry. Three hours of lecture, discussion and demonstrations. {N} 4 credits
George Fleck, M W F 10–10:50 a.m.

102b Chemistry of Artists' Materials and Techniques

A theoretical and practical examination of the working methods of artists. Technical studies in the Museum of Art will provide insights into artis-

tic uses of materials in different time periods. Studio demonstrations and activities will provide first-hand knowledge of various media. Laboratory exercises will provide opportunities to prepare materials and to study their properties. Enrollment limited to 18. {N/A} 4 credits

George Fleck and David Dempsey (Museum of Art)
Lecture T Th 8–8:50 a.m.
Studio/lab F 1:10–4 p.m.

111a Chemistry I: General Chemistry

Section I

An introductory course dealing with atomic and molecular structure and properties, and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis. Enrollment limited to 16 per lab section. {N} 5 credits

Kenneth Hellman, Virginia White
Lecture M W F 9–9:50 a.m., Th 8–8:50 a.m.
Lab sections as follows:

M 1:10–4 p.m.

M 1:10–4 p.m.

T 9–11:50 a.m.

T 9–11:50 a.m.

T 1–3:50 p.m.

T 1–3:50 p.m.

W 1:10–4 p.m.

W 1:10–4 p.m.
 Th 9–11:50 a.m.
 Th 9–11:50 a.m.
 Th 1–3:50 p.m.
 Th 1–3:50 p.m.

Section II

A course dealing with atomic and molecular structure and properties and a detailed treatment of chemical reactions. For students with stronger preparation in chemistry. The laboratory includes techniques of chemical synthesis and analysis. Enrollment limited to 16 per lab section. **{N}** 5 credits

Robert Linck, Virginia White

Lecture M W F 9–9:50 a.m., Th 8–8:50 a.m.

Lab sections as follows:

M 1:10–4 p.m.
 M 1:10–4 p.m.
 T 9–11:50 a.m.
 T 9–11:50 a.m.
 T 1–3:50 p.m.
 T 1–3:50 p.m.
 W 1:10–4 p.m.
 W 1:10–4 p.m.
 Th 9–11:50 a.m.
 Th 9–11:50 a.m.
 Th 1–3:50 p.m.
 Th 1–3:50 p.m.

118a Advanced General Chemistry

This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. Examples will include concepts from materials science (solid state chemistry, polymers) and the chemistry of the atmosphere. Project-based laboratory. The course is designed to prepare students for CHM 222b/223a as well as act as a replacement for CHM 224b. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 18. **{N}** 5 credits

Robert Linck

Lecture M W F 1:10–2:30 p.m.

Lab T 1–3:50 p.m.

[150b Environmental Chemistry]

An introduction to environmental chemistry, dealing with topics such as conservation of energy, conservation of resources, nutrition, greenhouse effect, ozone layer, acid rain, pesticides and smog. Prerequisite: 111a or the equivalent. An additional college-level course in science or public policy is strongly recommended. Offered in alternate years. **{N}** 4 credits

222b Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. Structure, nomenclature, and physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, alkynes and cycloalkanes. Prerequisite: 111a. Enrollment limited to 16 per lab section. **{N}** 5 credits

Thomas Lowry, Lâle Burk

Lecture M W F 9–9:50 a.m., Th 8–8:50 a.m.

Lab sections as follows:

M 1:10–4 p.m.
 M 1:10–4 p.m.
 T 9–11:50 a.m.
 T 1–3:50 p.m.
 T 1–3:50 p.m.
 W 1:10–4 p.m.
 Th 1–3:50 p.m.
 Th 1–3:50 p.m.

223a Chemistry III: Organic Chemistry

The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Prerequisite: 222b and successful completion of the 222b lab. Students must register for the lecture, one discussion section and one laboratory. Enrollment limited to 16 per lab section. **{N}** 5 credits

Thomas Lowry, Lâle Burk

Lecture M W F 9–9:50 a.m.

Discussion sections as follows:

M 2:40–3:30 p.m.
 T 1–1:50 p.m.
 T 4–4:50 p.m.

Lab sections as follows:

M 1:10–4 p.m.
 T 9–11:50 a.m.
 T 1–3:50 p.m.
 W 1:10–4 p.m.
 Th 9–11:50 a.m.
 Th 1–3:50 p.m.

224b Chemistry IV: Bonding, Structure and Energetics

Coordination chemistry of the transition metals, lanthanides and actinides. Solid-state chemistry. Metals, semi-metals and non-metals. Quantum chemistry, molecular symmetry, mass-action theory and an introduction to chemical thermodynamics. Prerequisite: 223a or permission of the instructor. Enrollment limited to 18 per lab section. {N} 5 credits

Kenneth Hellman, Virginia White

Lecture M W F 9–9:50 a.m., Th 8–8:50 a.m.

Lab sections as follows:

M 1:10–4 p.m.

T 1–3:50 p.m.

W 1:10–4 p.m.

Th 9–11:50 a.m.

Th 1–3:50 p.m.

226b Synthesis

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization. Recommended especially for sophomores. Prerequisite: 223a. {N} 3 credits

Robert Linck, David Bickar

Lecture T Th 9–9:50 a.m.

Lab T 1–4:50 p.m.

[228b Bio-Organic Chemistry]

The function, biosynthesis and structure elucidation of the molecules of nature with emphasis on terpenoids from plant essential oils, steroids, alkaloids, nature's pigments, molecular messengers and defense chemicals. Prerequisite: 223a. Offered in alternate years. {N} 3 credits

Lâle Burk

241j How NMR Really Works

Introduction to the concepts underlying pulsed Fourier Transform nuclear magnetic resonance. Topics include behavior of nuclear spins in a magnetic field, the effect of radiofrequency pulses, the rotating frame, the Fourier Transform, nuclear spin relaxation and interpretation of spectra. Lecture, instrument demonstration and laboratory exercise. Prerequisite: a knowledge of NMR Spectroscopy at the level covered in CHM 222b and 223a. 1 credit

Thomas Lowry

Jan. 4–8, 1999, 9 a.m.–noon, 1:30–3 p.m.

321a Organic Synthesis

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds. Prerequisite: 223a. Offered in alternate years. {N} 4 credits
Stuart Rosenfeld, M W F 10–10:50 a.m., Th 4–4:50 p.m.

[323a Organic Mechanisms]

Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 223a and 335a or 331a, which may be taken concurrently. Offered in alternate years. {N} 3 credits

Thomas Lowry

331a Physical Chemistry

The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics and kinetic-molecular theory. Prerequisites: 224b and MTH 112a or b or MTH 114a or b. MTH 212a or b or PHY 210a, and PHY 115a are strongly recommended. {N} 4 credits

Cristina Suarez, M W F 11 a.m.–12:10 p.m.

332b Physical Chemistry

The macroscopic viewpoint: chemical thermodynamics and kinetics with applications to gases, solutions, equilibria and electrochemistry. Prerequisite: 331a. {N} 5 credits

Cristina Suarez

Lecture M W F 11 a.m.–12:10 p.m.

Lab sections as follows:

T 1–3:50 p.m.

Th 1–3:50 p.m.

335a Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224b or permission of the instructor, and MTH 112a or b. {N} 4 credits

Kenneth Hellman

Lecture M W F 11–11:50 a.m.

Lab F 1:10–4 p.m.

342j NMR Spectroscopy in Two Dimensions

The methods by which NMR data are obtained and the interpretation of two-dimensional spectra.

Lecture, instrument demonstrations and laboratory exercises. Prerequisite: 241j. 1 credit

Thomas Lowry

Jan. 11–15, 1999, 9 a.m.–noon, 1:30–3 p.m.

347a Instrumental Methods of Analysis

A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species. Investigation of environmental, nutritional, pharmaceutical, biological and geological samples. Critical evaluation of data and error analysis. Prerequisite: 224b or permission of the instructor. {N/M} 5 credits

George Fleck, Virginia White

Lecture T Th 9–9:50 a.m.

Lab: T 1–5 p.m., Th 1–4 p.m. (Note: both are required.)

BCH 352a Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252b and CHM 224b. Laboratory (353a) must be taken concurrently by biochemistry majors, optional for others. {N} 3 credits

David Bickar, T Th 9–10:20 a.m.

BCH 353a Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. Prerequisite: BCH 352a, which may be taken concurrently. {N} 2 credits

David Bickar

Lab sections as follows:

T 1–4:50 p.m.

W 1–4:50 p.m.

357b Selected Topics in Biochemistry

Prerequisite: BCH 352a, or permission of the instructor. Offered in alternate years. {N} 3 credits

David Bickar, W 7:30–10 p.m.

363b Advanced Inorganic Chemistry

Topics in inorganic chemistry. Application of group theory to coordination compounds, molecular orbital theory of main compounds, and organometallic compounds. Prerequisite: 331a.

{N} 4 credits

Robert Linck, M W F 9–9:50 a.m., Th 8–8:50 a.m.

[366b Inorganic Laboratory]

Synthesis of transition metal, main group and organometallic compounds, and study of their magnetic, spectral, conductive and/or thermodynamic properties. Prerequisite: 363b, which may be taken concurrently; 226b is recommended. Two lectures and one laboratory. Offered in alternate years. {N} 3 credits

[369a Solid State Chemistry]

Solids: bonding, structure, symmetry and properties; metals, semiconductors and insulators; applications, including superconductors. Prerequisite: 331a, which may be taken concurrently; PHY 115a is recommended. Offered in alternate years. {N} 3 credits

[395a Advanced Chemistry]

A course in which chemical systems, without regard to boundaries of subdisciplines, are treated by and unified with an orbital model. Topics include HMO analysis, perturbation theory, aromaticity, hypervalence, frontier orbitals, fragment analysis, Walsh's rules, Jahn-Teller phenomena, cycloaddition, clusters, solid state and reactivity. Prerequisite: 331a. Offered in alternate years.

{N} 4 credits

Robert Linck

400a Special Studies

1 to 4 credits as assigned

400b Special Studies

1 to 4 credits as assigned

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Virginia White.

Students planning graduate study in chemistry are advised to include PHY 115 and 116 and MTH 212a or b or 211a or b in their programs of study. A major program that includes these courses and additional laboratory experience in the form of either (a) two semesters of research (400, 430 or 432), or (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.

Required courses: 111a, 222b, 223a, 224b, 226b, 331a, 332b, 347a, 363b and a further six credits in chemistry, toward which four credits from the research courses 400, 430 or 432 may be counted.

The Minor

Advisers: Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters

are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 23 credits in chemistry that must include 111a, 222b, 223a and 224b (118a may replace 111a and 224b, but only counts as five credits). Special Studies 400a and 400b normally may not be used to meet the requirements of the minor.

Honors

Director: George Fleck.

430d Thesis
8 credits

432d Thesis
12 credits

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.

Classical Languages and Literatures

Professor

*Justina Winston Gregory, Ph.D.

Nancy J. Shumate, Ph.D., *Chair*

§Scott A. Bradbury, Ph.D.

Associate Professors

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Assistant Professors

Maureen Ryan, Ph.D.

Christopher Nappa, Ph.D.

[Courses in brackets will not be offered during the current year.]

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. 15).

Students planning to major in classics are advised to take relevant courses in other departments such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213b for credit.

Credit is not granted for the first semester only of an introductory language course.

Greek

GRK 100d Elementary Greek

A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings. {F} 8 credits

Christopher Nappa, M W F 1:10–2:30 p.m.

GRK 212a Attic Prose and Drama

Prerequisite: 100d. {L/F} 4 credits

Thalia Pandiri, M W F 11 a.m.–12:10 p.m.

GRK 213b Homer, *Iliad* or *Odyssey*

Prerequisite: 212a or permission of the instructor. {L/F} 4 credits

Justina Gregory, M W F 11 a.m.–12:10 p.m.

GRK 310a Advanced Readings in Greek Literature I

Authors read in GRK 310 (a/b) vary from year to year, but they are generally chosen from a list including Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators, depending on the interests and needs of the students. GRK 310 (a/b) may be repeated for credit, provided that the topic is not the same. Prerequisite: GRK 213b or permission of the instructor. Topic for 1998–99: Sophocles and Thucydides: Athens, the Tyrant City. A study of how two contemporaries, a tragedian and a historian, viewed the causes and costs of the civil wars that ended in the collapse of the Athenian empire. {L/F} 4 credits

Thalia Pandiri, M W F 10–10:50 a.m.

GRK 310b Advanced Readings in Greek Literature II

See course description for GRK 310a. Topic for 1998–99: Homer's *Odyssey*. A study of Homer's epic of return. Attention to features of oral style and epic diction, to the poem's dialogue with the *Iliad*, and to the hero and his attachments, both human and divine. {L/F} 4 credits

Justina Gregory, to be arranged

GRK 404a Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek. 4 credits

GRK 404b Special Studies

4 credits

Graduate

GRK 580a Studies in Greek Literature

This will ordinarily be an enriched version of the 300-level course currently offered. 4 credits

GRK 580b Studies in Greek Literature

4 credits

Adviser for Graduate Study: Thalia Pandiri.

See also REL 287a: Greek Religious Texts.

Latin

LAT 100d Elementary Latin

Fundamentals of grammar, with selected readings from Latin authors in the second semester. {F} 8 credits

Nancy Shumate, M W F 11 a.m.—12:10 p.m.

Maureen Ryan, M W F 1:10—2:30 p.m.

LAT 212a Introduction to Latin Prose and Poetry

A study of some volatile personalities and their reactions to public and private affairs during the last years of the Roman Republic. Readings may include selections from Cicero, Caesar and Catullus. Prerequisite: LAT 100d, or the equivalent. {L/F} 4 credits

Christopher Nappa, M W F 11 a.m.—12:10 p.m.

LAT 213b Virgil, *Aeneid*

Prerequisite: 212a or permission of the instructor. {L/F} 4 credits

Justina Gregory, M W F 10—10:50 a.m.

LAT 214b Medieval Latin

Selected readings from prose and poetry by a wide range of authors, from the third century to the 14th. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent. {L/F} 4 credits

Thalia Pandiri, T Th 9—10:20 a.m.

LAT 216a The Poetry of Ovid

A study of Ovid's development as a poet and his relation to contemporary literary movements against the backdrop of the Augustan political and social milieu. Readings selected from the *Amores*,

Heroides, *Ars Amatoria*, *Metamorphoses* and *Tristia*. Prerequisite: a 200-level course in Latin or the equivalent. {L/F} 4 credits

Maureen Ryan, M W F 9—9:50 a.m.

LAT 330a Advanced Readings in Latin Literature I

Authors read in LAT 330 (a/b) vary from year to year, but they are generally chosen from a list including epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of students. LAT 330 (a/b) may be repeated for credit, provided that the topic is not the same. Prerequisite: two courses at the 200 level or permission of the instructor. Topic for 1998–99: The Age of Nero. A study of the literary culture of the court of Nero through readings from Tacitus' *Annals*, Petronius' *Satyricon*, Lucan's *De Bello Civili* and Seneca's *Letters*. Attention to the social and political background, and to the aesthetic sensibilities that distinguish this period from the Augustan Age. {L/F} 4 credits

Nancy Shumate, M W 2:40—4 p.m.

LAT 330b Advanced Readings in Latin Literature II

See course description for LAT 330a. Topic for 1998–99: Catullus. Reading and discussion of the poetry of Catullus—perhaps the most accessible, but also the most enigmatic, of Roman poets. The poems of Catullus include something for everyone: political mudslinging, sophisticated literary critique, touching expressions of grief, explicit declarations and descriptions of lust and love, retellings of myth, and snapshots, in extreme closeup, of the Roman elite in the first century B.C.E. We shall read from the beginning and explore questions philological (meter, style), literary (genre, allusion, theme), social (sexuality, coming-of-age) and ethical (What is the relationship between an author's work and his life? Can one commit adultery and still be morally upright?). Attention to current critical questions concerning Catullus' life and work. {L/F} 4 credits

Christopher Nappa, M W F 9—9:50 a.m.

LAT 404a Special Studies

Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. 4 credits

LAT 404b Special Studies

4 credits

Graduate

LAT 580a Studies in Latin Literature

This will ordinarily be an enriched version of the 300-level courses currently offered. 4 credits

LAT 580b Studies in Latin Literature

4 credits

Adviser for Graduate Study: Nancy Shumate.

Classics in Translation

CLS 227a Classical Mythology

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myth. {L/A} 4 credits

Christopher Nappa, T Th 9–10:20 a.m.

[CLS 230b The Historical Imagination]

{L/H} 4 credits

[CLS 232b Paganism in the Greco-Roman World] An introduction to the varieties of pagan religious experience in the Mediterranean world from the fifth century B.C.E. to the fourth century C.E. Topics will include traditional cult practices, sacrifice, festivals, mystery religions and the philosophical critique of traditional religious practices. Special focus on the types of religious experience open to women in Greco-Roman antiquity. Attention also to the interaction of paganism with Christianity.

{L/H} 4 credits

Scott Bradbury

[CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture]

The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern

world? Attention to the status of women: the role of social class; the ways in which genre and convention shaped literary representation; the relationship between representation and reality. {L/H} 4 credits
Nancy Shumate

[CLS 234a Rites of Passage]

How does the literature of early and late Western culture represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors associated with this passage, and how do poets and novelists exploit and expand generic conventions to construct narratives of transition? Readings from archaic and classical Greece and 20th-century Europe and North America, including Homer, the *Homeric Hymn to Demeter*, Alcman's *Partheneion*, Sappho, selected Greek tragedies, Alain-Fournier, Thomas Mann, Willa Cather, Elizabeth Bowen, Philip Larkin. {L} 4 credits
Justina Gregory

CLT 230b "Unnatural" Women: Mothers Who Kill Their Children

Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Papadiamandis, Atwood, Walker, Morrison. Prerequisite: at least one college-level course in literature. Offered in alternate years. {L} 4 credits
Thalia Pandiri, T Th 1–2:50 p.m.

CLS 236b Cleopatra: Histories, Fictions, Fantasies

A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature and a cultural lens through which the political, aesthetic and moral sensibilities of different eras have been focused. Roman, Medieval, Renaissance, Orientalist, Postcolonial, Hollywood Cleopatras; reading from, among others, Plutarch, Virgil, Boccaccio, Christine of Pizan, Shakespeare, Dryden, Gautier, Shaw, historical novelists; some attention to Cleopatra in the visual arts. {L/H} 4 credits

Nancy Shumate, T Th 9–10:20 a.m.

The Major in Greek, Latin or Classics

Advisers: Members of the Department.

Adviser for Study Abroad: Thalia Pandiri.

Basis: in Greek, 100d; in Latin, 100d or 111b; in classics, Greek 100d and Latin 100d or 111b.

Requirements: in Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

The Major in Classical Studies

Advisers: Members of the Department.

Basis: GRK 100d or LAT 100d or 111b (or the equivalent). Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200 level or above) or LAT (200 level or above); at least two from classics in translation (CLS); and at least two appropriate courses in archaeology (ARC), art history (ARH), education (EDC), government (GOV), ancient history (HST), philosophy (PHI) and/or religion (REL), chosen in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser, courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion, or classics in translation. At least one course must be chosen from this category.

The Minor in Latin

Advisers: Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion, or classics in translation. At least one course must be chosen from this category.

The Minor in Classics

Advisers: Members of the Department.

Requirements: six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department's prior approval.

Honors in Greek, Latin, Classics or Classical Studies

Director: Thalia Pandiri.

430d Thesis
8 credits

431a Thesis
8 credits

Requirements: the same as those for the major, with the addition of a thesis (431a), to be written over the course of one (431a) or two (430d) semesters, and an examination in the general area of the thesis.

Greek, Latin or Classics Graduate

590d Research and Thesis
8 credits

590a Research and Thesis
4 or 8 credits

590b Research and Thesis
4 or 8 credits

Comparative Literature

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature), *Director*

Professors

§David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)

Maria Banerjee, Ph.D. (Russian Language and Literature)

†Elizabeth Harries, Ph.D., Professor (English Language and Literature and Comparative Literature)

†Ann Rosalind Jones, Ph.D. (Comparative Literature)

Jocelyne Kolb, Ph.D. (German Studies)

Hans Rudolf Vaget, Ph.D. (German Studies and Comparative Literature)

Associate Professors

**Craig R. Davis, Ph.D. (English Language and Literature)

*Janie Vanpée, Ph.D. (French Language and Literature)

Anna Botta, Ph.D. (Italian Language and Literature)

Assistant Professors

†Leyla Ezdinli, Ph.D. (French Language and Literature)

Reyes Lázaro, Ph.D. (Spanish and Portuguese)

Lecturer

James Hicks, Ph.D. (Comparative Literature)

[Courses in brackets will not be offered during the current year.]

A comparative study of literature in two languages, one of which may be English.

GLT 291a Western Classics in Translation, from Homer to Dante

GLT 292b Western Classics in Translation, from Chrétien de Troyes to Tolstoy

Prerequisite: 291a.

(See p. 348.) An interdepartmental course, GLT 291a is a prerequisite for the senior seminar; students interested in comparative literature should take it as early as possible. First-year students eligible for advanced placement in English by virtue of an AP score of 4 or 5 and first-year students with an SAT or English achievement score of 710 are encouraged to register for GLT 291a.

Comparative literature courses are not open to first-year students (except with the permission of the instructor). After the first year all 200-level courses are open to all students unless otherwise specified. Courses at the 300 level require at least

one 200-level literature course, at or above the level specified for entry into the major, or permission of the instructor.

In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able.

Genre

237a Travellers' Tales

How do we describe the places we visit? How do both guidebooks and the reports of earlier travelers structure the journeys we take ourselves? Can we ever come to know the "real Italy," the "real India," or do those descriptions finally provide only metaphors for the self? A study of classic travel narratives by such writers as Calvino, Twain, Goethe, Stendhal, Henry James, Mary McCarthy, V.S. Naipaul, Roland Barthes, Bruce Chatwin and others. {L} 4 credits

Michael Gorra, T Th 10:30–11:50 a.m.

243a Comedy and Romance

The course examines a play by Aristophanes, two Latin plays of the New Comedy by Plautus and Terence, three Sanskrit plays by Bhasa, Sudraka and Kalidasa and two plays by Shakespeare in their distinct cultural and theoretical matrices, which shape their use of dramatic and moral conventions, imagery and symbolism as well as their attitudes toward time. {L} (E) 4 credits
Ron Banerjee, T Th 10:30–11:50 a.m.

305b Studies in the Novel**The Postmodern Novel: Narratives of Memory**

Since antiquity, memory has been reconstructed according to logical and rational spatialization of mental images. Simonides of Ceos, the protagonist of the ancient Greek legend which narrates the origin of the art of memory, was the first to build his poetry on ordered mental images which enabled him to remember and to sing. Postmodern writers challenge the ability of reason to represent the past as a seamless totality. In this course, we will be investigating the lacks, impasses and incongruities which punctuate postmodern novels of memory. The purpose will not be to bridge such gaps; on the contrary, their dizzying vortices will be read as offering alternative topographies to the map of reason. Memory will be explored both through theoretical texts and contemporary novels. Writers will include Barthes, Boym, Borges, Calvino, Foucault, Modiano, Perec, Tabucchi and Winterson. {L} 4 credits
Anna Botta, M W 1–2:30 p.m.

368a The Play of Ideas

Close textual study of modern Continental plays that deal with violence as a destructive and transformative force in history. Manifestos and theories about the subversiveness of art and its complicity with the status quo, writing as private and social act, purposes of drama as imaginative transgression and social responsibility. Topics include the French Revolution and the Holocaust; plays by Peter Weiss, Elfriede Jelinek, Dario Fo and Vaclav Havel; essays by Sartre, Artaud, Bataille and Sue-Ellen Case. {L} 4 credits
Luc Gillemann, M W F 10–10:50 a.m.

Period, Movement

EAL 236b Modernity: East and West

What can the project of modernity, particularly the Enlightenment concern for human rights, mean for Chinese writers and for us today? How can we understand current struggles for human rights in terms of the different directions modernity and its critique have taken in Europe, Japan and China? We will read selections from European and East Asian philosophers before examining the influx of Western theories of modernity and comparing histories of modern imperialism, ideas of national culture, and literature's function in nationalist movements. Close readings of 20th-century Chinese fiction and film will focus on questions of alienation and social responsibility. Writers such as Kant, Marx, Woolf, Soseki, Tanizaki, Lu Xun and Mo Yan. {L} 4 credits
Sabina Knight, M W F 1:10–2:30 p.m.

[259a Realism]

Analysis of 19th-century works in relation to the rise of the middle class, the centrality of the family and the authority of the father. Emphasis on conventional Realist narration of adultery, broken marriage and women's atonement through death in novels by Balzac, Fontane and Tolstoy; attention to gaps and tensions in such texts, which destabilize both the family as a social institution and the novel as form. Study of 20th-century Realism will focus on the relations between literature and social change (Gorki's *The Mother* and Brecht's stage adaptation) and on founding narratives by writers beyond Europe, including Jacques Roumain, Alejo Carpentier and Jorge Amado. To be offered in 1999–2000. {L} 4 credits
Gertraud Gutzmann

268b Latina and Latin American Women Writers

This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, "race," class, sexuality and political consciousness are analyzed in light of the writers' coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Sheila Ortiz Taylor and many

others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required but will be useful. First-year students must have the permission of the instructor. **{L}** 4 credits

Nancy Sternbach, M W F 11 a.m.—12:10 p.m.

272b Women Writing: 20th-Century Fiction

A study of the pleasures and politics of fiction by women from English-speaking and French-speaking cultures. How do women writers engage, subvert and/or resist dominant meanings of gender, sexuality, race and ethnicity and create new narrative spaces? Who speaks for whom? How does the reader participate in making meaning(s)? How do different theoretical perspectives (feminist, lesbian, queer, psychoanalytic, postcolonial, postmodern) change the way we read? Writers such as Woolf, Colette, Schwarz-Bart, Morrison, Duras, Rule, Winterson and Wittig. **{L/H}** 4 credits

Marilyn Schuster, M W F 11 a.m.—12:10 p.m.

283a Dada and Surrealism

A study of two of the most influential avant-garde movements of this century. Setting out to destroy traditional modes of thought, behavior and expression, they hoped to change not only art and literature but life itself. The course aims to place these movements in their historical context, analyze their theoretical pronouncements and assess some of their major achievements, primarily in literature but also in the visual arts. It will focus on works by Marinetti, Tzara, Breton, Aragon, Eluard, Leonora Carrington, Artaud, Dali, Bunuel, Schwitters and Ernst. **{L/A}** 4 credits

Lawrence Joseph, T Th 10:30—11:50 a.m.

296b Enlightenment: Reason, Revolution and the Modern

This course will concentrate on certain genres (satire, the novel, drama, opera and the essay) in order to determine how they reflect the philosophy and ferment of the century that culminated in the Revolution of 1789. How is that revolution prefigured in the works of Swift, Fielding, Voltaire, Rousseau, Diderot, Lessing, Charrière, Beaumarchais and Mozart? How do these artists represent and contribute to the intellectual, social, religious and aesthetic turmoil of their century, and to what extent are their ideas the source and

stimulus for what we call modern? We will begin by reading the Prospectus to Diderot's *Encyclopédie*, conclude by reading the Declaration of Independence, and supplement our reading with a viewing of several films. **{L}** 4 credits

Joelyne Kolb, M W 2:40—4 p.m.

Special Topics

ENG 211b The Technology of Reading and Writing

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. **{L}** 4 credits

Douglas Patey, T Th 9—10:20 a.m.

230b "Unnatural" Women: Mothers Who Kill Their Children

Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Papadiamandis, Atwood, Walker, Morrison. Prerequisite: at least one college-level course in literature. **{L}** 4 credits

Thalia Pandiri, T Th 1—2:50 p.m.

EAL 235b Mimesis, Metaphor and Ineffability: How Poems Mean in China and the West

"Words do not convey meaning"—a dictum as valid for Confucians as it was for Taoists and Buddhists. How, then, did poetry maintain its status as the most respected form of artistic expression in

China for at least 3,000 years? Through a comparative study of poetic theory and practice in traditional Chinese and European literatures, students will hone their ability to read poetry across cultures by considering the following questions: What are the myths of poetic creation, and how do they reflect and influence the reading, writing and criticism of poetry over time? How do these cultures construct the link between words and meaning? What constitutes a "good" poem in East and West, and do those qualities survive translation? (E) {L} 4 credits

Paula Varsano, T Th 1–2:30 p.m.

CLS 236b Cleopatra: Histories, Fictions, Fantasies

A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature, and a cultural lens through which the political, aesthetic and moral sensibilities of different eras have been focused. Roman, Medieval, Renaissance, Orientalist, Postcolonial, Hollywood Cleopatras; reading from, among others, Plutarch, Virgil, Boccaccio, Christine of Pizan, Shakespeare, Dryden, Gautier, Shaw, historical novelists; some attention to Cleopatra in the visual arts. {L/H} 4 credits

Nancy Shumate, T Th 9–10:20 a.m.

251b Portraits of the Artist

Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Mörike, Wagner, Ibsen, Thomas Mann, Kafka, Shaffer, Osborne and others. {L/A} 4 credits

Hans R. Vaget, M W 1:10–2:30 p.m.

EAL 261a Major Themes in Literature: East-West Perspectives

Introduces non-Western literature through comparative perspectives. Topic for 1998–99: A Universal Human Experience: Death. Works by Koreans Chông-hô O, Chi-wôn Kim and Sôk-kyông Kang and Asian-Americans Chang-rae Lee, Velina Hasu Houston and David Henry Hwang, along with European writers selected across national and cultural boundaries, including Thomas Mann, James Joyce and Henrik Ibsen. Close examination of differences and similarities in conception and representations of death. All readings are in

English translation. {L} 4 credits

To be announced, M W 2:40–4 p.m.

GER 281a Stories of Good and Evil

Much of the world is concerned with the philosophical questions "Why and whence evil?" and "What is goodness and its absence?" We will read several works from different periods and national literatures that deal with natural and moral evil and with personal and political responsibility. We will discuss both the ethical implications and the aesthetic value of texts by the following authors: The Book of Job, Plato, Brothers Grimm, Voltaire, Melville, Kleist, Kafka, Thomas Mann, Brecht and Kubrick. (E) {L} 4 credits

Ruth Klüger, T Th 9–10:20 a.m.

ENG 354a Seminar: Studies in 20th-Century Literature

Topic for fall 1998: Freud and Sherlock Holmes. Readings include Freud's case studies and Conan Doyle's detective stories; popular accounts of Freud and Holmes in fiction, film and drama; and critical investigations of their economies of signification (forays into various critical-isms). Practical component: keeping a dream journal and collaborative writing of a detective story or fictionalized case study. Prerequisite: an advanced literature course and interest in theory. {L} 4 credits

Luc Gilleman, W 7:30–9:30 p.m.

Screening time T 3–6 p.m.

Critical Theory and Method

293b Global Tempests: Sources, Contexts, Theory

An introduction to comparative approaches to literature: plays, films, poems, novels, manifestos, theory. Topics may include the migration of Shakespeare's *Tempest* from Renaissance London to modern Latin America, the Caribbean and Africa; discussions of authorship from ancient Greece to postmodern France; translation as technical issue and life experience; debates over literary canons. Texts include Shakespeare's *The Tempest* and Aimé Césaire's *A Tempest*, Ngugi's *Towards a National Literature*, Foucault's "What Is an Author?," Woolf's *A Room of One's Own*. Prerequisite: GLT 291a. {L} 4 credits

Jim Hicks, M W 2:40–4 p.m.

300a Contemporary Literary Theory

The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Barthes, Derrida and Foucault, as well as Donna Haraway, Patricia Williams and Rey Chow. Enrollment limited to 25. {L}
4 credits

Jim Hicks, T Th 3–4:50 p.m.

340b Problems in Literary Theory

Required of senior majors in comparative literature; designed to explore one broad issue in literary criticism (e.g., evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GLT 291a and CLT 300a, or permission of the instructor. {L}
4 credits

Jim Hicks, T 3–4:50 p.m.

404a Special Studies

Admission by permission of the instructor and director. 4 credits

404b Special Studies

4 credits

The Major

The requirements for the comparative literature major, to take effect starting with the class of 2001, will consist of GLT 291a (GLT 292b is strongly recommended); CLT 293b; and the remaining requirements now in place in the major.

Before entering the major, the student must prove her proficiency by completing a course in the foreign language or languages of her choice at the level of GER 225a, GRK 212a or b, ITL 250a, LAT 212a or b, RUS 338a, SPN 250a or SLL 260a, or FRN 230, 253 or 254. FRN 260a or b may be counted as one of the three advanced courses in literature required for the comparative literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 13 semester courses as follows:

1. three comparative literature courses: one must deal with a period or movement, one with a genre, and one with a special topic (if available). Only courses with a primary or cross-listing in comparative literature count as comparative literature courses;
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (English 200d may be counted as one course toward the comparative literature major). If a student takes both terms of a year-long literary survey in a foreign language (e.g., FRN 253, 254), she may count the second term as an advanced literature course. No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major;
3. GLT 291a, CLT 293b, CLT 300a, CLT 340b. (Note that GLT 291a is a prerequisite for 340b and should be taken as early as possible.)

Honors

Director: Thalia Pandiri.

Requirements: the same as those for the major, with the addition of a thesis (430d), to be written in both semesters of the senior year. The first draft will be due on the first day of second semester and will be commented on by both the adviser and the second reader. The final draft will be due on April 1, to be followed later in April by an oral presentation and discussion of the thesis.

430d Thesis

8 credits

Computer Science

Professors

Michael O. Albertson, Ph.D. (Mathematics)
Joseph O'Rourke, Ph.D.

Associate Professors

Merrie Bergmann, Ph.D.
Dominique F. Thiébaud, Ph.D., *Chair*

Assistant Professors

*Ileana Streinu, Ph.D.
Lixin Gao, Ph.D.

Mendenhall Fellow

Jaime Dávila Del Valle

[Courses in brackets will not be offered during the current year.]

Five computer science courses have no prerequisites. These are CSC 102 (The Internet), CSC 103 (How Computers Work), CSC 111 (Computer Science I), CSC 290 (Introduction to Artificial Intelligence) and CSC 294 (Introduction to Computer Linguistics). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

102a The Internet

An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of networks, how e-mail and web browsers work, domain names, mail and file transfer protocols, encoding and compression of both text and graphics, http and HTML, the design of web pages, and the operation of search engines. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 50 (25 per section). The course will meet for the first half of the semester only. **{M}** 2 credits

Joseph O'Rourke

Sections as follows:

T Th 9–10:20 a.m., Lab Th 1–2:50 p.m.

T Th 10:30–11:50 a.m., Lab Th 1–2:50 p.m.

102b The Internet

A repetition of 102a. Enrollment limited to 50 (25 per section). **{M}** 2 credits

Joseph O'Rourke

Sections as follows:

T Th 9–10:20 a.m., Lab Th 1–2:50 p.m.

T Th 10:30–11:50 a.m., Lab Th 1–2:50 p.m.

103a How Computers Work

An introduction to how computers work, using microcomputers and UNIX machines as examples. The goal of the course is to provide students with a broad understanding of computer hardware, software and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks and video monitors; programming languages and their role in developing applications; and operating system functions, including file system support and multitasking, multiprogramming and timesharing. Weekly labs give hands-on experience. Prerequisite: basic familiarity with word processing. Enrollment limited to 50 (25 per section). Course will meet for the second half of the semester. **{M}** 2 credits

Joseph O'Rourke

Sections as follows:

T Th 9–10:20 a.m., Lab Th 1–2:50 p.m.

T Th 10:30–11:50 a.m., Lab Th 1–2:50 p.m.

103b How Computers Work

A repetition of 103a. Enrollment limited to 50 (25 per section). **{M}** 2 credits

Joseph O'Rourke

Sections as follows:

T Th 9–10:20 a.m., Lab Th 1–2:50 p.m.

T Th 10:30–11:50 a.m., Lab Th 1–2:50 p.m.

111a Computer Science I

Introduction to a block-structured high-level programming language. Will cover language syntax and use the language to teach program design, coding,

debugging, testing and documentation. Procedural and data abstraction are introduced. An introduction to further studies in computer science will be provided by members of the department. Enrollment limited to 40; 20 per lab section. **{M}** 4 credits
Merrie Bergmann, M W F 11 a.m.–12:10 p.m.
 Lab sections as follows:

Th 1–2:50 p.m.

Th 3–4:50 p.m.

111b Computer Science I

A repetition of 111a. Enrollment limited to 40; 20 per lab section. **{M}** 4 credits
Lixin Gao, T Th 10:30–11:50 a.m.
 Lab sections as follows:

Th 1–2:50 p.m.

Th 3–4:50 p.m.

112a Computer Science II

Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion. A programming language different from the one used in CSC 111 may be introduced. The programming goals of portability and efficiency (time and space) are emphasized. The concept of data abstraction is introduced. Prerequisite: 111 or equivalent. Enrollment limited to 40. **{M}** 4 credits
Dominique Thiébaud, T Th 9–10:20 a.m.
 Lab Th 1–2:50 p.m.

112b Computer Science II

A repetition of 112a. Enrollment limited to 40. **{M}** 4 credits
Eleana Streinu, T Th 9–10:20 a.m.
 Lab T 1–2:50 p.m.

220a Advanced Programming Techniques

Object-oriented programming in C++, graphical user interfaces in X-Windows, Unix tools for software development (make, Imake, Tcl/Tk, etc.). Basic principles of software engineering. Students will see a large programming project through from design to code-writing to testing to documentation and release. Prerequisite: 112. **{M}** 4 credits
To be announced, T Th 9–10:20 a.m.
 Lab T 1–2:50 p.m.

231b Microcomputers and Assembly Language

An introduction to the internal workings of comput-

ers (“computer architecture”), using a microcomputer as an example, and to assembly language programming. Prerequisite: 112 or permission of the instructor. **{M}** 4 credits
Dominique Thiébaud, M W F 11 a.m.–12:10 p.m.

240b Computer Graphics

Covers two-dimensional line drawings and transformations, three-dimensional graphics, clipping and windowing, color raster graphics, hidden surface removal, animation and fractals. Students will write programs for a variety of graphics devices; a programming-intensive course. Prerequisites: 112, MTH 211 or permission of the instructor. **{M}** 4 credits
Joseph O'Rourke, M W F 10–10:50 a.m.

250a Foundations of Computer Science

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisites: 111 and MTH 153. **{M}** 4 credits
Merrie Bergmann, M W F 9–9:50 a.m.

252a Algorithms

Covers algorithm design techniques (“divide-and-conquer,” dynamic programming, “greedy” algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems, and NP-completeness. Prerequisites: 112, MTH 111, MTH 153. **{M}** 4 credits
To be announced, M W F 1:10–2:20 p.m.

262b Introduction to Operating Systems

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: 231. **{M}** 4 credits
To be announced, T Th 10:30–11:50 a.m.
 Lab T 3–4:50 p.m.

270b Digital Circuits and Computer Systems

This class introduces students to the operation of logic and sequential gates inside a computer. We will

explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders and the more sophisticated circuits found in microprocessor systems. Students will have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. **{M}** 4 credits
Dominique Thiébaud, M W F 9–9:50 a.m.
 Lab T 1–2:50 p.m.

[MTH 270b Introduction to Numerical Methods]

[274b Computational Geometry]

Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, geometric searching and motion planning. Students will have a choice between writing several programs in C or exploring theoretical questions. Prerequisites: MTH 153 and either 112 or MTH 211. To be offered in 1999–2000. **{M}** 4 credits

[280b Topics in Programming Languages]

History and evolution of programming languages. Language syntax, compilers, interpreters, variable binding, semantic models. Functional, object-oriented and logic programming. Assignments in a variety of languages, including LISP, Prolog and an object-oriented language such as Smalltalk. Prerequisites: 112, 250. To be offered in 1999–2000. **{M}** 4 credits

[290b Introduction to Artificial Intelligence]

An introduction to artificial intelligence and to techniques employed to tackle problems in this area. Includes an introduction to artificial intelligence programming. Topics covered may include game playing and search strategies; theorem proving; knowledge representation, logic and reasoning; machine learning; natural language understanding; neural networks; genetic algorithms; philosophical issues. This course is designed for students with an interest in cognitive science as well as for computer science majors, and does not presuppose any MTH or CSC courses. To be offered in 1999–2000. **{M}** 4 credits

294b Introduction to Computer Linguistics

This course introduces the field of computational

linguistics, which provides a framework for natural language processing systems. Will cover the design and implementation of linguistic theories for natural language understanding and generation, including syntax (grammar), semantics (meaning) and pragmatic. Hands-on experimentation with various components of natural language processing systems. This course is designed for students with an interest in linguistics and cognitive science as well as for computer science majors, and does not presuppose any MTH or CSC courses. **{M}** 4 credits
Merrie Bergmann, M W F 10–10:50 a.m.

[330a Topics in Database Systems]

Files and storage structures. Data models, including the relational, entity-relationship, hierarchical and network models, with emphasis on the relational model. Query languages and query processing. Crash recovery, concurrency control, security. Applications. Prerequisites: 112 and 231, or permission of the instructor. To be offered in 1999–2000. **{M}** 4 credits

[350a Seminar in Computer Networks and Distributed Systems]

An introduction to the major aspects of computer networks: types of networks, network protocols, reliability. Surveys example networks. Examines the implication of network features on distributed systems by considering specific problems in the area of distributed computing. These include event ordering, commit protocols, mutual exclusion, deadlocks, byzantine agreement. Considers application of distributed systems, e.g., distributed databases. Prerequisite: 231. To be offered in 1999–2000. **{M}** 4 credits

352a Introduction to Parallel Processing

Parallel programming is the action of breaking down a problem into smaller parts that can be assigned and solved in parallel by many processors or computers. This course presents a study of the hardware and software issues of parallel programming, including network topology, granularity of computation, algorithmic efficiency and complexity of parallel algorithms, speed up and utilization. In this course students write programs for three different parallel-machines paradigms: A Single-Instruction-Single-Data (SISD) machine, a heterogeneous Multiple-Instruction-Multiple-Data

(MIMD) environment of networked workstations, and a homogeneous MIMD multiprocessor system. The class is programming-intensive and allows the students to experiment with the languages Parallax, PVM (Parallel Virtual Machine) and Logical System's Parallel C for the transputer. Prerequisites: 112 and 252. **{M}** 4 credits
Lixin Gao, T Th 10:30–11:50 a.m.

[364b Computer Architecture]
Offers an introduction to the components present inside computers and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270, or 231 and permission of the instructor. To be offered in 1999–2000. **{M}** 4 credits

[390b Seminar in Artificial Intelligence]
Topic: Natural Language Understanding. A seminar introduction to computational linguistics, from syntax to discourse analysis, and to knowledge representation. Prerequisite: 290 or permission of the instructor. To be offered in 1999–2000. **{M}** 4 credits

394b Introduction to Translators and Compiler Design
Includes top-down and bottom-up parsing methods, lexical analysis, code generation and optimization techniques. Students will implement a compiler for a simple high-level programming language. Prerequisites: 231 and 250. **{M}** 4 credits
To be announced, T Th 1–2:50 p.m.

400a Special Studies
For majors, by arrangement with a computer science faculty member. Variable credit as assigned

400b Special Studies
Variable credit as assigned

The Major

Advisers: Michael Albertson (Mathematics), Merrie Bergmann, Lixin Gao, Ileana Streinu, Dominique Thiébaud.

Requirements: At least 11 semester courses (44 credits) including:

1. 111, 112, 231, 250;
2. a. One of MTH 111, MTH 112, MTH 114;
b. MTH 153;
c. One of MTH 211, MTH 245, MTH 246;
(MTH 125 may replace the requirements of 2a and 2b.)
3. At least one of 252, [280];
4. At least one of 262, 270;
5. At least one 300-level course;
6. At least one additional CSC course beyond the 100 level.

The Minor

Students may minor in computer science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of six courses, which must include 111 and 112 and one 300-level course.

1. Systems (six courses)

Adviser: Dominique Thiébaud.

This minor is appropriate for a student with a strong interest in computer systems and computer software.

Required courses:

- | | |
|---------|---|
| 111 | Computer Science I |
| 112 | Computer Science II |
| 220 | Advanced Programming Techniques |
| 231 | Microcomputers and Assembly Language |
| 262 | Introduction to Operating Systems |
| One of: | |
| [330 | Topics in Database Systems] |
| [350 | Seminar in Computer Networks and Distributed Systems] |

2. Computer Science and Language (six courses)

Adviser: Merrie Bergmann.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses:

- | | |
|---------|---|
| 111 | Computer Science I |
| 112 | Computer Science II |
| 250 | Foundations of Computer Science |
| [280 | Topics in Programming Languages] |
| [290 | Introduction to Artificial Intelligence] |
| One of: | |
| [390 | Seminar in Artificial Intelligence] |
| 394 | Introduction to Translators and Compiler Design |

3. Mathematical Foundations of Computer Science (six courses)

Adviser: Michael Albertson (Mathematics).

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the

correctness of an algorithm, measuring its complexity and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

- | | |
|---------|---|
| 111 | Computer Science I |
| 112 | Computer Science II |
| 250 | Foundations of Computer Science |
| 252 | Algorithms |
| MTH 253 | Combinatorics and Graph Theory |
| MTH 353 | Advanced Topics in Discrete Applied Mathematics |

Honors

Director: Merrie Bergmann.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.

Dance

Professor

Susan Kay Waltner, M.S.

Associate Professor

Yvonne Daniel, Ph.D., *Chair*

Assistant Professor

Rodger Blum, M.E.A.

Visiting Artist

Nia Love, M.E.A.

Five College Lecturers

Jim Coleman, M.E.A. (Professor, Mount Holyoke College)

Ranjana Devi (Lecturer, University of Massachusetts, Fine Arts Center)

Charles Flachs (Assistant Professor, Mount Holyoke College)

Rose Flachs (Assistant Professor, Mount Holyoke College)

Terese Freedman, B.A. (Professor, Mount Holyoke College)

Kenneth Lipitz (Lecturer, University of Massachusetts)

Daphne Lowell, M.E.A. (Professor, Hampshire College)

Rebecca Nordstrom, M.E.A. (Professor, Hampshire College)

Peggy Schwartz, M.A. (Professor, University of Massachusetts), Five College Chair

Andrea Watkins, Ph.D. (Professor, University of Massachusetts)

Wendy Woodson, M.A. (Associate Professor, Amherst College)

Principal Pianist/Lecturer

Julius M. Robinson, B.S.

Teaching Fellows

Megan Bonneau

Brenda Divelbliss

Kelli Edwards

Jennifer Kayle

Susan Levine

Megan McCusker

[Courses in brackets will not be offered during the current year.]

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution.

Students should consult the Five College course lists (specifying times, locations and new course updates) at both the Smith College Dance Office and the Five College Dance Department Office, located at Hampshire College.

Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

Dance composition: Introductory through advanced study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group) and utilizing various devices and approaches, e.g., motif and development, theme and variation, text and spoken language, collage, structured improvisation and others.

All dance theory courses: L. {A} 4 credits

151a Elementary Dance Composition

L. {A} 4 credits

UM (Schwartz)

AC Language of Movement (Woodson)

151b Elementary Dance Composition: Improvisation

A repetition of 151a. {A} 4 credits

Susan Waltner, M W 1–2:30 p.m.

HC (Lowell)

252a Intermediate Dance Composition

Prerequisite: 151a or b. L. {A} 4 credits

Rodger Blum, M W 1–2:30 p.m.

252b Intermediate Dance Composition

Prerequisite: 151a or b. L. {A} 4 credits

AC Scripts and Scores (Woodson)

UM (Brown)

353a Advanced Dance Composition

Prerequisite: 252a or b or permission of the instructor. L. {A} 4 credits

AC Performance Project (Woodson)

353b Advanced Dance Composition

A repetition of 353a. L. {A} 4 credits

MHC (Coleman)

UM (TBA)

171a Dance in the 20th Century

This course is designed to present an overview of dance as a performing art in the 20th century, focusing especially on major American stylistic traditions and artists. Through readings, video and film viewing, guest performances, individual research projects and class discussions, students will explore principles and traditions of 20th-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African-American dance forms, jazz dance and popular culture dance traditions. L. {A} WI 4 credits
Susan Waltner, T Th 9–10:20 a.m. and one hour to be arranged for film viewing

171b Dance in the 20th Century

A repetition of 171a. {A} 4 credits

MHC (Siegal)

UM (Brown)

241a Scientific Foundations of Dance

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Enrollment limited to 20. {A} 4 credits

UM (Watkins)

342b Scientific Foundations of Dance II

A continuation of the scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Prerequisite: 241 or permission of the instructor. Required of all graduate students in Dance. L. {A} 4 credits

UM (Watkins)

[267b Dance in the Community]

Dance in the Community will train students to extend the cultural power of dance to grass-roots situations and make it an important part of people's lives. Students will learn theories and techniques for using movement as a tool of communication. These skills will be taken into various community centers on campus, as well as in surrounding areas. Strong background in dance not required. Enrollment limited to 12. (E) {A} 4 credits

272a Dance and Culture

Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, religious, political and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research

projects and dancing. (A prerequisite for Dance 375, Anthropology of Dance.) L. {A} 4 credits
HC (Lowell)

[272b Dance and Culture]

A repetition of 272a. L. {A} 4 credits

[273b History of Dance: Issues in Dance History]
From dance's earliest beginnings in all human societies through its evolution to the experimentation of today's choreographers, the history of dance is multifaceted and multicultural. The purpose of this course is to engage in specialized inquiry of issues in dance history. Topics will change from semester to semester, based on the expertise and special interest of the instructor. (E) {A} 4 credits

[285b Laban Movement Analysis I]

Laban Movement Analysis is a system used to describe and record quantitative and qualitative aspects of human movement. Through study and physical exploration of concepts and principles involved in body articulation, spatial organization, dynamic exertion of energy and modes of shape change, students will examine their own movement patterns and preferences. This creates the potential for expanding personal repertoire and developing skills in observation and analysis of the movement of others.

287a Analysis of Rhythm from a Dancer's Perspective

This course is the study of music from a dancer's perspective. Topics include musical notation, rhythmic dictation, construction of rhythm, and elements of composition. Dancers choreograph to specific compositional forms, develop both communication between dancer and musician and music listening skills. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. {A} 4 credits

UM (Ascenzo)

287b Analysis of Rhythm from a Dancer's Perspective

Same description as 287a. {A} 4 credits

Julius Robinson, M W 10:30 a.m.—noon

375b The Anthropology of Dance

This course is a cross-cultural examination of dance in the history of anthropology. Comparative studies from Australia, Africa, Indonesia, Europe, the circumpolar regions and the Americas are used as examples of the importance of dance in societies past and present. Research methods are examined and practiced in short-term projects. Through dancing also, students are exposed to values that are embodied in dance movement. Prerequisite: 272. L. {A} 4 credits

Yvonne Daniel, T Th 10:30 a.m.—noon

377a Advanced Studies in History and Aesthetics

Topic for 1998–99: Dance Repertory (Dance and the Environment). {A} 4 credits

Nia Love, M W 2:30–4:30 p.m.

MHC Narrative and Dance (Keefe)

377b Advanced Studies in History and Aesthetics

Topic for 1998–99: To be announced. L. {A} 4 credits

Nia Love, M W 2:30–4:30 p.m.

400a Special Studies

For qualified juniors and seniors. A four-credit Special Studies is required of senior majors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. {A} 1 to 4 credits

400b Special Studies

{A} 1 to 4 credits

Production Courses

200a Dance Production

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production-related responsibilities, including performance, choreography and stage crew. May be taken four times for credit, with a maximum of two credits per semester. Orientation meeting to be arranged. {A} 1 credit

Rodger Blum, to be arranged

200b Dance Production

A repetition of 200a. Orientation meeting to be arranged. **{A}** 1 credit

Rodger Blum, to be arranged

Studio Courses

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors and juniors. Normally, students must take these two-credit courses in addition to a full course load. Studio courses may also require outside reading, video and film viewings, and/or concert attendance. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks. Students may repeat studio courses two times for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available from the Smith dance office.

Repetition of studio courses for credit: The Five College Dance Department faculty strongly recommends that students in the Five Colleges be allowed to take any one level of dance technique up to three times for credit, and more with the permission of the academic adviser.

[217a Contact Improvisation]

A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 20. **(E) {A}** 2 credits

[217b Contact Improvisation]

A repetition of 217a. Enrollment limited to 20. **(E) {A}** 2 credits

218b Floor Barre Movement Technique

This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: two semesters of ballet or modern dance

technique. Enrollment limited to 20. **{A}** 2 credits
Rodger Blum, M W 9–10:30 a.m.

249a The Mindful Body: Resources for Performing and Visual Artists

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: one year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. Cannot be repeated for credit. **{A}** 2 credits

Susan Waltner and Monica Jakuc, T Th 1–2:30 p.m.

Techniques

MODERN

Introductory through advanced study of modern dance techniques. Central topics include refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

113a Modern Dance I

L. **{A}** 2 credits

Kelli Edwards, M W 9–10:30 a.m.

Susan Levine, T Th 9–10:20 a.m.

HC (Kayle)

MHC (Maybruch)

UM (Watkins)

113b Modern Dance I

A repetition of 113a. L. **{A}** 2 credits

Susan Waltner, T Th 1–2:30 p.m.

114a Modern Dance II

For students who have taken Modern Dance I or the equivalent. L. **{A}** 2 credits

Brenda Divelbliss, M W 10:30 a.m.–noon

114b Modern Dance II

A repetition of 114a. L. **{A}** 2 credits

Kelli Edwards, M W 9–10:30 a.m.

HC (Lowell)

MHC (Freedman)

AC (Dowling)

215a Modern Dance III

Prerequisite: 113a or b and a minimum of one year of modern dance study. L. {A} 2 credits
To be announced, M W 1–2:30 p.m.
MHC (Freedman)
HC (TBA)

215b Modern Dance III

A repetition of 215a. L. {A} 2 credits
HC (Wolfzahn)

[216a Modern Dance IV]

Permission/audition. Prerequisite: 215a or b. L. {A} 2 credits

216b Modern Dance IV

A repetition of 216a. L. {A} 2 credits
To be announced, M W 10:30 a.m.–noon
MHC (Freedman)
UM (Freedman)

317a Modern Dance V

By audition/permission only. Prerequisite: 216a or b. L and P. {A} 2 credits
Nia Love, T Th 3–4:30 p.m.
MHC (TBA)

318b Modern Dance VI

Audition required. Prerequisite: 317a or b. L and P. {A} 2 credits
Nia Love, M W 1–2:30 p.m.
MHC (TBA)

BALLET

Introductory through advanced study of the principles and vocabularies of classical ballet. Class comprises three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

120a Ballet I

L. {A} 2 credits
Susan Levine, M W 10:30 a.m.–noon
MHC (Flachs)
UM (Lipitz)

[120b Ballet I]

A repetition of 120a. L. {A} 2 credits

121a Ballet II

For students who have taken Ballet I or the equivalent. L. {A} 2 credits
Megan Bonneau, M W 9–10:30 a.m.

121b Ballet II

A repetition of 121a. L. {A} 2 credits
Megan Bonneau, M W 1–2:30 p.m.
MHC (Levine)
UM (Lipitz)

222a Ballet III

Prerequisite: 121a or b or permission of the instructor. L. {A} 2 credits
Rodger Blum, M W 2:30–4 p.m.
MHC (Flachs)
UM (Lipitz)

[222b Ballet III]

A repetition of 222a. Emphasis on pointe work. L. {A} 2 credits

223b Ballet IV

L. {A} 2 credits
Rodger Blum, T Th 9–10:20 a.m.
MHC (Katz)

324a Ballet V

By audition/permission only. L. {A} 2 credits
Rodger Blum, T Th 1–2:30 p.m.
MHC (Flachs)

325b Ballet VI

By audition/permission only. L. {A} 2 credits
UM (Lipitz)
MHC (Katz)

[326b Ballet Variations]

A study of solo and group variations from the classical ballet repertory. Variations will be taught from ballets such as *The Sleeping Beauty* and *Giselle*. Students must be proficient at pointe work. L and P. (E) {A}

JAZZ

Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations, and the refinement of performance style.

130a Jazz I

L. {A} 2 credits

Megan McCusker, M W 10:30 a.m.–noon*Megan Bonneau*, M W 1–2:30 p.m.**130b Jazz I**

A repetition of 130a. L. {A} 2 credits

Jennifer Kayle, T Th 9–10:30 a.m.**[131a Jazz II]**

For students who have taken Jazz I or the equivalent. L. {A} 2 credits

131b Jazz II

A repetition of 131a. L. {A} 2 credits

Brenda Divelbliss, M W 2:30–4 p.m.*UM (Brown)***232a Jazz III**

Further examination of jazz dance principles.

L. {A} 2 credits

Megan McCusker, M W 2:30–4 p.m.*UM (Brown)***232b Jazz III**

A repetition of 232a. L. {A} 2 credits

Megan McCusker, T Th 10:30 a.m.–noon**233b Jazz IV**Emphasis on extended movement phrases, complex musicality and development of jazz dance styles. L. By audition/permission only. {A} 2 credits
*MHC (TBA)**UM (TBA)***334a Jazz V**

Advanced principles of jazz dancing. L. By audition/permission only. {A} 2 credits

*UM (Brown)***[334b Jazz V]**

A repetition of 334a. L. {A} 2 credits

335b Jazz VI

Advanced principles of jazz dancing. L. By audition/permission only. {A} 2 credits

*UM (Brown)***CULTURAL DANCE FORMS I AND II**

Cultural Dance Forms presents differing dance traditions from specific geographical regions or

distinct movement forms that are based on the fusion of two or more cultural histories. The forms include social, concert, theatrical and ritual dance and are framed in the cultural context of the identified dance form. These courses vary in levels of technique, beginning and intermediate (I) and intermediate and advanced (II), and focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style, ensemble and solo performance when applicable. Some classes include repertory performance and therefore vary in credits.

142a A. West African Dance

This course introduces African dance, music and song as a traditional mode of expression in various African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30. {A} 2 credits

Nia Love, T Th 10:30 a.m.–noon*MHC (Middleton)***142b A. West African Dance**

A repetition of 142a A. L. {A} 2 credits

*MHC (Middleton)***142a B. Comparative Caribbean Dance I**

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dances. Enrollment limited to 30. {A} 2 credits

*AC (Daniel)***142b B. Comparative Caribbean Dance**

A repetition of 142a B. Enrollment limited to 30. {A} 2 credits

*HC (Daniel)***142a C. Cuban Dance**

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and popular Latin American dances that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. Enrollment limited to 30. {A}

Yvonne Daniel, M 7–10 p.m.

[142b C. Cuban Dance Forms]
A repetition of 142a C. L. {A}

[142a D. Haitian Dance]

This course is designed to train students in African-derived movement and to place specific dances in their Haitian context. The course focuses on strength, flexibility and endurance, but also includes mini-lectures, reading, discussion and video presentations. Students are encouraged to perform in studio and/or concert settings. Enrollment is limited according to barre space and safety within each dance studio. This course can be used to fulfill the prerequisite for DAN 243, sections B or D. {A} 2 credits

142b D. Haitian Dance

A repetition of 142a D. L. {A}
Yvonne Daniel, M 7–10 p.m.

[142a E. Introduction to Flamenco Dance]

Techniques of Flamenco dance including rhythm, footwork and hand clapping, arm and body movement and understanding of Flamenco singing. Character shoes or similar footwear required; women should wear knee-length or mid-calf-length skirts. Open to all levels of experience. L. {A} 2 credits

142a F. Javanese Dance

Instruction in the classical dance of Central Java. The course begins with the basic movement vocabulary and proceeds to the study of dance repertoires. At the end of the semester an informal recital will be arranged with the accompaniment of live gamelan music. Emphasis is on the female style. Enrollment limited to 12. {A} 2 credits
Urip Sri Maeny Sumarsam, W 7–10 p.m.

[142b F. Javanese Dance Forms]

A repetition of 142a F. Enrollment limited to 12. L. {A}

[142b G. Middle Eastern Dance]

243 Cultural Dance Forms II

L. {A} 2 credits

[243a A. West African II]

243b A. West African II

Nia Love, T 7–10 p.m.

[243a B. Comparative Caribbean Dance II]
L. {A}

243b F. Javanese Dance

A continuation at intermediate level of Dance 142F.
Urip Sri Maeny Sumarsam, W 7–10 p.m.

The Major

Advisers: Rodger Blum, Yvonne Daniel, Susan Waltnr.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and anthropology, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level.

Requirements:

1. 171 and 272
2. 241
3. 285 or 287
4. 151, 200 (two credits) and 252
5. five courses in dance technique. No more than four courses in a single idiom will be counted toward the major. At least two semesters must be at the advanced level. Technique courses may be repeated for credit no more than twice.
6. Dance 400 (four credits) must be taken in the senior year.
7. two courses from the following: 353, 377, 375, 342, 400

The Minor

Advisers: Members of the Smith College Department of Dance.

Requirements: Three core courses that provide experience in three areas of dance plus two additional elective courses so that students may empha-

size their own areas of interest: history, choreography, technique, movement analysis. The three core courses are 151, 171 and two studio classes (each worth two credits). The elective courses may be chosen from 241, 252, 272, 273, 285, 287, 353 and 375. One of the elective courses may consist of one studio course plus two credits of dance production (200). It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

Studio Courses: Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

Studio Courses:

- 142 Beginning/Intermediate Cultural Dance Forms
 - A. West African
 - B. Comparative Caribbean Dance
 - C. Cuban
 - D. Haitian
 - E. [Introduction to Flamenco]
 - F. Javanese
 - G. [Middle Eastern]
- 243 Intermediate/Advanced Cultural Dance Forms
 - A. West African II
 - B. [Comparative Caribbean Dance II]
- 113 Modern Dance I
- 114 Modern Dance II
- 215 Modern Dance III
- 216 Modern Dance IV
- 317 Modern Dance V
- 318 Modern Dance VI
- 120 Ballet I
- 121 Ballet II
- 222 Ballet III
- 223 Ballet IV
- 324 Ballet V
- 325 Ballet VI
- 130 Jazz I
- 131 Jazz II

- 232 Jazz III
- 233 Jazz IV
- 334 Jazz V
- 335 Jazz VI

Honors

430d Thesis

8 credits

431a Thesis

8 credits

Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Department of Dance office and the Five College Dance Department office.

Adviser: Yvonne Daniel.

Graduate: M.F.A. Program

Adviser: Susan Waltner.

"P" indicates that permission of the instructor is required.

510a Theory and Practice of Dance IA

Studio work in dance technique, including modern, ballet, tap, ethnic and jazz. Eight to 10 hours of studio work. P. 4 credits

Susan Waltner, F 10:30 a.m.—noon

510b Theory and Practice of Dance IB

Studio work in dance technique. Prerequisite:

510a. P. 4 credits

Susan Waltner, F 10:30 a.m.—noon

520a Theory and Practice of Dance IIA

Studio work in dance technique. Prerequisites:

510a and b. P. 4 credits

Susan Waltner, F 10:30 a.m.—noon

520b Theory and Practice of Dance IIB

Studio work in dance technique. Prerequisites:

510a and b, 520a. P. 4 credits

Susan Waltner, F 10:30 a.m.—noon

[521b Choreography as a Creative Process]

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. 4 credits

540a History and Literature of Dance

Emphases will include in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. 4 credits

Yvonne Daniel, T Th 10:30 a.m.—noon

553b Choreography and Music

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor. 4 credits

Rodger Blum, T Th 3–5 p.m.

[560a Scientific Principles in the Teaching of Dance]

This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation, and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns, and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Class work includes lectures, experiential application and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent. (A) 4 credits

590a Research and Thesis

Production project. 4 credits

590b Research and Thesis

4 credits

591a Special Studies

4 credits

591b Special Studies

4 credits

Other Five College Dance Department Courses

Fall 1998

Dance 316 Contemplative Dance—

HC (Lowell)

TECHNIQUES

(2 credits)

Dance 137 Tap Dance I—MHC (Raff)**TECHNIQUE AND REPERTORY**

(4 credits at AC, HC, MHC and SC; 3 credits at UM)

UM Dance 195R Classical Indian Dance I—

MHC (Devi)

UM Dance 295R Classical Indian Dance II—

UM (Devi)

TECHNIQUE AND THEORY

(4 credits at AC, HC, MHC and SC; 3 credits at UM)

Dance 153 Introduction to Dance—MHC

(Coleman)

Dance 261 Introduction to Dance—UM (Schwartz)**THEORY**

(4 credits at AC, HC, MHC and SC; 3 credits at UM)

HA 153 Dance as an Art Form—HC (TBA)**Bruss Seminar 19 Amusing the Muse—**

AC (Woodson)

Spring 1999

TECHNIQUE

(2 credits)

TECHNIQUE AND REPERTORY

(4 credits at AC, HC, MHC and SC; 3 credits at UM)

UM Dance 195R Classical Indian Dance I—

UM (Devi)

UM Dance 295R Classical Indian Dance II—

UM (Devi)

East Asian Languages and Literatures

Associate Professor

Thomas Rohlich, Ph.D., *Chair*

Assistant Professors

Maki Hirano Hubbard, Ph.D.

Paula M. Varsano, Ph.D.

Deirdre Sabina Knight, Ph.D.

Lecturers

Hongchu Fu, Ph.D.

Megumi Oyama, M.A.

Younghee Wang, M.S.

Ling Zhao, M.A.

Yoon-Suk Chung, M.A.

Assistant in Japanese

Yuri Kumagai

Teaching Assistants

Keiko Ishii, B.A.

Min Pan, M.A.

[Courses in brackets will not be offered during the current year.]

Courses in brackets are expected to be offered within the next three years.

Courses in English

EAL 100a The Literary Traditions of East Asia: China, Japan and Korea

An introduction to the classics of East Asian literature from pre-modern times to the present. This course examines canon formation, traditional aesthetics and the historical, religious and philosophical groundings of the literary traditions. Texts to be read include selections from great works of poetry, prose and drama from China, Japan and Korea. All readings are in English translation. {L} 4 credits

Paula Varsano, M W 1:10–2:30 p.m.

[EAL 231a The Culture of the Lyric in Traditional China]

{L} 4 credits

EAL 232a Modern Chinese Literature

Twentieth-century China has undergone profound social, cultural and political changes that have challenged centuries of Confucian tradition and institutions. In this course we will explore issues

such as the critique of this tradition, the influence of Western values, the construction of gender, and the relationship between the educated elite and the peasantry. Readings include selections from the late Qing Dynasty to the present, covering works of the May Fourth Era, the Maoist period, writings from Taiwan and contemporary literature of the PRC. All readings are in English translation. {L} 4 credits

Sabina Knight, M W F 1:10–2:30 p.m.

EAL 233b The Chinese Literary Tradition: The Evolution of Chinese Fiction

This is a survey course tracing the evolution of Chinese fiction from its beginning period in Pre-Qin dynasty up to the Qing (200 B.C.–9 C.). Texts to be examined include supernatural stories of the Six dynasties, the *chuanqi* stories of the Tang, the 17th-century vernacular tales and the novels of the Qing dynasty. The goal of the course is two-fold: to explore various literary themes and writing styles of Chinese fiction in its social and historical context, and to cultivate a critical sensitivity toward Chinese literature through frequent discussions and writing. All readings are in English translation. {L} 4 credits

Hongchu Fu, M W 1:10–2:30 p.m.

EAL 235b Mimesis, Metaphor and Ineffability: How Poems Mean in China and the West

"Words do not convey meaning"—a dictum as valid for Confucians as it was for Taoists and Buddhists. How, then, did poetry maintain its status as the most respected form of artistic expression in China for at least 3,000 years? Through a comparative study of poetic theory and practice in traditional Chinese and European literatures, students will hone their ability to read poetry across cultures by considering the following questions: What are the myths of poetic creation and how do they reflect and influence the reading, writing and criticism of poetry over time? How do these cultures construct the link between words and meaning? What constitutes a "good" poem in East and West, and do those qualities survive translation? (E) {L} 4 credits

Paula Varsano, T Th 1–2:30 p.m.

EAL 236b Modernity: East and West

What can the project of modernity, particularly the Enlightenment concern for human rights, mean for Chinese writers and for us today? How can we understand current struggles for human rights in terms of the different directions modernity and its critique have taken in Europe, Japan and China? We will read selections from European and East Asian philosophers before examining the influx of Western theories of modernity and comparing histories of modern imperialism, ideas of national culture, and literature's function in nationalist movements. Close readings of 20th-century Chinese fiction and film will focus on questions of alienation and social responsibility. Writers such as Kant, Marx, Woolf, Soseki, Tanizaki, Lu Xun and Mo Yan. {L} 4 credits

Sabina Knight, M W F 1:10–2:30 p.m.

[EAL 240a Japanese Language and Culture]

The study of Japanese at the socio-cultural and structural level through comparative analyses with English. Major topics of discussion will include structural analyses, ethnomethodology, pragmatics and language use in society (i.e., communication, sexism, stereotypes, kinship, etc.). Basic knowledge of Japanese is desirable. All readings are in English translation. {S} 4 credits

Maki Hubbard

EAL 241a Traditional Japanese Literature in Translation

A survey in translation of Japanese literature from the earliest times up to the 19th century. Readings will consist of poetry, prose and drama, including such works as *The Tale of Genji*, prose essays by Buddhist monks, *waka* poetry of the court, the *Noh* and *Bunraku* theatre, and other enduring works of the Japanese literary tradition. All readings are in English translation. {L} 4 credits
Thomas Roblich, T Th 10:30–11:50 a.m.

EAL 242b Modern Japanese Literature

Selected readings in translation of Japanese literature from the Meiji period to the present. In the past 125 years Japan has undergone tremendous change: rapid industrialization, imperialistic (mis)adventures, defeat and ruin during the Great Pacific War, and rapid resurgence as an economic power. The literature of modern Japan gives voice to the many contradictions and conflicts that are concomitant with these changes. We will read a wide selection of works by a variety of authors (Natsume Soseki, Higuchi Ichiyo, Tanizaki, Kawabata, Mishima, Oe, modern women writers and others), examining both the formal characteristics of the texts and the ways in which they reflect the lives and times of the authors. All readings are in English translation. {L} 4 credits
Thomas Roblich, T Th 1–2:20 p.m.

EAL 251b Modern Korean Literature

Examines canonical texts by a dozen Korean women writers of the 20th century, from the iconoclastic Chông-hûi Choi to contemporary Korean Americans including Helie Lee, Connie Kang and Nora Okja Keller. Investigates Korean feminism's coming of age by focusing on the authors' views of family, history and gender. All readings are in English translation. No prerequisites. {L} 4 credits

To be announced, M W 2:40–4 p.m.

[EAL 252a The Korean Literary Tradition]

All readings in English translation. (E) {L} 4 credits

EAL 261a Major Themes in Literature: East-West Perspectives

Introduces non-Western literature through comparative perspectives. Topic for 1998–99: A Universal Human Experience: Death. Works by

Koreans Chông-hô O, Chi-wôn Kim and Sôk-kyông Kang and Asian-Americans Chang-rae Lee, Velina Hasu Houston and David Henry Hwang, along with texts selected from across national and cultural boundaries, including Thomas Mann, James Joyce and Henrik Ibsen. Close examination of differences and similarities in conception and representation. All readings are in English translation. {L} 4 credits

To be announced, M W 2:40–4 p.m.

EAL 261b Major Themes in Literature:

East-West Perspectives

Topic for 1998–99: War and Memory. Examines autobiographical and fictional accounts depicting wars in the 20th century: the Second World War, the Chinese Civil War, the Korean War and the Vietnam War. Explores links between collective and individual experiences, and the centrality of memories as a means to construct the past. Works by Korean (Chong-hyo Ahn, Chong-rae Cho and Richard E. Kim) and Chinese authors (Moyan, Hsienying Pai and Jo-his Chen) will be closely examined, along with those by Hemingway, Sartre and Tim O'Brien. All readings are in English. No prerequisites. {L} 4 credits

To be announced, T 1–3:30 p.m.

EAL 360a Seminar: Topics in East Asian Literatures

Topic for 1998–99: Japanese Women Writers. A study of the tradition of Japanese women writers, from the flowering of women's writings in the Heian period (794–1185) to women writers in contemporary Japan. Topics will include the development of the woman's hand (*onnade*) in the court society of early Japan, the construction of poetic personae in the waka tradition, the loss of voice in early modern Japan, and finally the development of women's writings in 20th-century Japan. {L} 4 credits

Thomas Roblich, Th 1–2:50 p.m.

East Asian Language Courses

Credit is not granted for the first semester only of an introductory language course. The S/U option is not normally allowed for the 110d, 120d and 220d courses.

Chinese Language

CHI 110d Chinese I (Intensive)

An intensive introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and approximately 1,000 of the most commonly used Chinese characters. Emphasis on development of oral/aural proficiency, pronunciation, and the acquisition of skills in reading and writing Chinese characters. {F} 10 credits

Sections as follows:

Hongchu Fu, M T W Th F 9–9:50 a.m.

Hongchu Fu, M W F 10–10:50 a.m., T Th 10:30–11:20 a.m.

Sabina Knight, M W F 10–10:50 a.m., T Th 10:30–11:20 a.m.

[CHI 120d Low Intermediate Chinese I]

{F} 8 credits

CHI 220d Chinese II

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments, and work with audio-visual materials. Prerequisite: 110d or permission of the instructor. {F} 10 credits

Sections as follows:

Paula Varsano, M T W Th F 9–9:50 a.m.

Ling Zhao, M W F 10–10:50 a.m., T Th 10:30–11:20 a.m.

CHI 301a Chinese III

Building on the skills and vocabulary acquired in Chinese II, students will learn to read simple essays on topics of common interest, and will develop the ability to understand, summarize and discuss social issues in contemporary China. Readings will be supplemented by audio-visual materials. Prerequisite: 220d or permission of the instructor. {F} 4 credits

Ling Zhao, M W F 11 a.m.–12:10 p.m.

CHI 302b Chinese III

Introduction to the use of authentic written and visual documents commonly encountered in China today, with an emphasis on television news broadcasts and newspaper articles. Exercises in composition as well as oral presentations will complete

ment daily practice in reading and listening comprehension. Prerequisite: 301a or permission of the instructor. **{F}** 4 credits

Ling Zhao, M W F 11 a.m.–12:10 p.m.

CHI 350a Advanced Readings in Chinese Literature I

Development of advanced oral and reading proficiency through the study of selected texts in modern literary Chinese. Working exclusively in Chinese, students will increase their understanding of modern China through the in-depth reading and discussion of various prose pieces, including short stories, essays and novellas. This is a repeatable course, as content of the spring and fall courses will differ. Prerequisite: 302b or permission of the instructor. **{L/F}** 4 credits

Ling Zhao, T Th 1–2:30 p.m.

CHI 350b Advanced Readings in Chinese Literature II

Development of advanced oral and reading proficiency through the study of selected texts in modern literary Chinese. Working exclusively in Chinese, students will increase their understanding of modern China through the in-depth reading and discussion of various prose pieces, including short stories, essays and novellas. This is a repeatable course, as content of the spring and fall courses will differ. Prerequisite: 302b or permission of the instructor. **{L/F}** 4 credits

Paula Varsano, T Th 1–2:30 p.m.

Japanese Language

JPN 110d Japanese I (Intensive)

An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, three writing systems, including Kanji. Designed for students with no background in Japanese. **{F}** 10 credits

Fall sections as follows:

Megumi Oyama, M T W Th F 9–9:50 a.m.

Megumi Oyama, M W F 10–10:50 a.m., T Th 10:30–11:20 a.m.

Maki Hubbard, M T W Th F 11–11:50 a.m.

Spring sections as follows:

Megumi Oyama, M T W Th F 9–9:50 a.m.

Maki Hubbard, M W F 10–10:50 a.m., T Th

10:30–11:20 a.m.

Thomas Roblich, M T W Th F 11–11:50 a.m.

JPN 220d Japanese II

Course focuses on further development of oral proficiency, along with reading and writing skills. Students will attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 110d or the equivalent. **{F}** 10 credits

Fall sections as follows:

Maki Hubbard, M W F 10–10:50 a.m., T Th 9:30–10:20 a.m.

To be announced, M T W Th F 11–11:50 a.m.

Spring sections as follows:

To be announced, M W F 10–10:50 a.m., T Th 9:30–10:20 a.m.

To be announced, M T W Th F 11–11:50 a.m.

JPN 301a Japanese III

Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 220d or the equivalent. **{F}** 4 credits

Megumi Oyama, M W F 1:10–2:20 p.m.

JPN 302b Japanese III

A continuation of 301a. Prerequisite: 301a or the equivalent. **{F}** 4 credits

Megumi Oyama, M W F 1:10–2:20 p.m.

JPN 350b Contemporary Texts

Study of selected contemporary texts including literature and journalism from print and electronic media. Focus will be on developing reading and discussion skills in Japanese using original materials, and on understanding various aspects of modern Japan through its contemporary texts.

May be repeated for credit with the permission of the instructor when the content changes. Prerequisite: JPN 302 or permission of the instructor. **{F}** 4 credits

Maki Hubbard, M W F 11 a.m.–12:10 p.m.

Korean Language

KOR 110d Korean I (Intensive)

An introduction to spoken and written Korean. Emphasis on oral proficiency and on the acquisition of reading and writing skills. This course is designed for students with little or no background

in Korean. Enrollment limited to 15. {F} 10 credits
Yoon-Suk Chung, M W F 11–11:50 a.m., T Th
 10:30–11:20 a.m.

KOR 120d Low Intermediate Korean I

This course is an alternative to KOR 110d designed for students with some Korean language background whose proficiency is not yet at the level of KOR 220d. Emphases are placed on reading and writing skills and review of basic grammar. Permission of the instructor required. {F} 8 credits
To be announced, M W F 11 a.m.–12:10 p.m.

KOR 220d Korean II

A continuation of KOR 110d. The course places equal emphasis on oral proficiency, grammar, and reading and writing skills. Social and cultural topics are presented in the context of learning the language. Basic Chinese characters are introduced. Prerequisite: 110d or the equivalent. Enrollment limited to 15. {F} 10 credits
Yoon-Suk Chung, M T W Th F 1:10–2 p.m.

KOR 301a Korean III

Continued development of reading, writing and grammatical skills through prose selections presented in Korean letters and in mixed script (Hangul orthography and Chinese characters). Prerequisite: 220d or the equivalent. {F} 4 credits
Youngbee Wang, M W F 11 a.m.–12:10 p.m.

KOR 302b Korean III

A continuation of 301a. Prerequisite: 301a or the equivalent. {F} 4 credits
Youngbee Wang, M W F 11 a.m.–12:10 p.m.

EAL 400a Special Studies

For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature. 2 to 4 credits

EAL 400b Special Studies

2 to 4 credits

The Major

Prerequisites: The first year of Chinese (CHI 110d or 120d), Japanese (JPN 110d) or Korean

(KOR 110d or 120d) is a prerequisite for admission to the major. A language placement test is required prior to registration for students who have previously studied the language. East Asian related courses in other departments and CLT 300a (Contemporary Literary Theory) are strongly recommended for students preparing for the major in East Asian languages and literatures.

Advisers: Members of the Department.

Requirements: A total of 11 courses (46 credits), no more than five of which shall be taken in other institutions, such as the Five Colleges, Junior Year Abroad programs or summer programs. Students should consult their advisers prior to taking such courses. S/U grading options are not allowed for courses counting toward the major. Students are expected to concentrate in one of the languages the department offers. Native speakers of a language are encouraged to take another language.

1. Basis: Three courses (14 credits)

- a. EAL 100 (The Literary Tradition of East Asia: China, Japan and Korea [in English translation]) (1 course);
- b. Second-year language courses: JPN 220d, CHI 220d or KOR 220d (two courses);

2. Third-year language courses (8 credits):

JPN 301 and 302, CHI 301 and 302 or KOR 301 and 302 (two courses). Students whose proficiency places them beyond the third year should substitute advanced language or literature courses for this requirement.

3. Six additional courses (24 credits)

from the following, at least three of which must be EAL courses (taught in English) including one 200-level literature course in the student's chosen concentration and one seminar. In certain cases, students may enroll in a colloquium or a 200-level literature course for seminar credit with permission of the instructor.

Advanced Language Courses:

Fourth-year language courses (for 1998–99: JPN 350 and CHI 350)

Courses taught in English:

- [EAL 231a The Culture of the Lyric in Traditional China]
- EAL 232a Modern Chinese Literature
- EAL 233b The Chinese Literary Tradition (Topic course)
- EAL 235b Mimesis, Metaphor and Ineffability
- EAL 236b Modernity: East and West
- [EAL 240a Japanese Language and Culture]
- EAL 241a Traditional Japanese Literature
- EAL 242b Modern Japanese Literature
- EAL 251b Modern Korean Literature
- [EAL 252a The Korean Literary Tradition (Topic course)]
- EAL 261a Major Themes in Literature: East-West Perspectives
- EAL 360a Seminar: Topics in East Asian Literatures
- [CLT 208b Postcolonial Theory, Film and Literature]
- [CLT 260a Modern Japanese Novels and the West]

Honors

Director: Thomas Rohlich

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: same as for the EAL major plus the thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431a).

The Minor

Advisers: Members of the Department.

The course requirements are designed so that a student will concentrate on one of the East Asian languages but will have the option of being exposed to the other courses in the department.

Requirements: The first year of Chinese (CHI 110d or CHI 120d), Japanese (JPN 110d) or Korean (KOR 110d or KOR 120d) is a prerequisite for admission. The minor will consist of a total of six courses (24 credits) in the following distribution:

1. Chinese II (CHI 220d), Japanese II (JPN 220d) or Korean II (KOR 220d).
2. Four courses, at least two of which must be EAL courses, chosen from the following:

- EAL 100a The Literary Traditions of East Asia: China, Japan and Korea
- [EAL 231a The Culture of the Lyric in Traditional China]
- EAL 232a Modern Chinese Literature
- EAL 233b The Chinese Literary Tradition: The Evolution of Chinese Fiction
- EAL 235b Mimesis, Metaphor and Ineffability
- EAL 236b Modernity: East and West
- [EAL 240a Japanese Language and Culture]
- EAL 241a Traditional Japanese Literature
- EAL 242b Modern Japanese Literature
- EAL 251b Modern Korean Literature
- [EAL 252a The Korean Literary Tradition]
- EAL 261a Major Themes in Literature: East-West Perspectives
- EAL 360a Seminar: Topics on East Asian Literatures
- EAL 400a/b Special Studies
- [CLT 208b Postcolonial Theory, Film and Literature]
- [CLT 260a Modern Japanese Novels and the West]
- CHI 301a Chinese III
- CHI 302b Chinese III
- CHI 350b Advanced Readings in Chinese Literature II
- JPN 301a Japanese III
- JPN 302b Japanese III (a continuation of 301a)
- JPN 350b Contemporary Texts
- KOR 301a Korean III
- KOR 302b Korean III (a continuation of 301a)

In addition to the courses offered at Smith, courses offered at the other four colleges and in junior year abroad programs may be taken for credit toward the requirement, with the restriction that the number of courses taken away from Smith toward the minor be limited to three. Students planning on spending the junior year abroad should consult the department concerning the list of courses to be credited toward the minor and must seek final approval for the courses upon their return.

East Asian Studies

East Asian Studies Advisory Committee

****Daniel K. Gardner**, Professor of History
Marilyn Rhie, Professor of Art and of East Asian
 Studies, *Director of the Program in East
 Asian Studies*

Taitetsu Unno, Professor of Religion and of East
 Asian Studies

***Dennis Yasutomo**, Professor of Government
Thomas Rohlich, Associate Professor of East Asian
 Languages and Literatures
Robert Eskildsen, Assistant Professor of History

Participating Faculty

Hongchu Fu, Lecturer in East Asian Languages and
 Literatures

Steven M. Goldstein, Professor of Government
Jamie Hubbard, Yehan Numata Lecturer in
 Buddhist Studies

Maki Hirano Hubbard, Assistant Professor of East
 Asian Languages and Literatures

Deirdre Sabina Knight, Assistant Professor of East
 Asian Languages and Literatures

Paula Varsano, Assistant Professor of East Asian
 Languages and Literatures

Beth E. Notar, Visiting Lecturer

[Courses in brackets will not be offered during the current year.]

ANT 246b Women and Social Change in China

An examination of the experience of Chinese women, especially in modern times, as expressed in documents ranging from oral history and ethnography to fiction and film. While taking into consideration regional, ethnic and socioeconomic diversity, we analyze the impact of cultural ideologies, state policies and market forces on women's lives, and investigate the ways in which women have sought to manipulate and resist these forces. Topics include family, work and sexuality. Subject to the approval of the Committee on Academic Priorities. (E) {S} 4 credits

Beth Notar, M W F 10–10:50 a.m.

HST 218a (C) Thought and Art in China

Topic for 1998–99: Medieval Thought and Art in China. A survey of medieval Chinese thought and its expression in the visual arts during the T'ang and Sung dynasties (7th–13th c). Open to first-year students by permission of the instructors only. (H/A) 4 credits

Daniel Gardner, Marilyn Rhie (Art and East Asian Studies), T 1–4 p.m.

HST 219b (L) Modern Korea

An introduction to Korean history since the 17th century including a survey of social, intellectual,

political and economic structures. The impact of Euro-American presence in China and Japan brought new and complex pressures to Korea. The course will focus on Korea's interactions with East Asian neighbors, Britain, France, the U.S.A. and Russia. The devastating effects of imperialism, colonialism, civil war, invasion and long-term division will be examined. (E) {H} 4 credits
Jonathan Lipman, M W 2:40–4 p.m.

[HST 220a (L) Japan from Ancient Times to the 18th Century]

Japanese history from its prehistoric beginnings to the Tokugawa period, focusing on politics, society and culture. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance and the rise of the commoner class. {H} 4 credits
Robert Eskildsen

HST 221b (L) Modern Japan

A survey of 19th- and 20th-century Japanese history. Topics include social and economic change in the late Tokugawa period, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, the birth of mass culture, world war, postwar recovery and contemporary

challenges. {H} 4 credits

Robert Eskildsen, M W F 10–10:50 a.m.

HST 222a (C) Aspects of Japanese History

Topic for 1998–99: Tokugawa Society. An inquiry into Japanese society during the Tokugawa period, from the turbulent formative years of the late 1500s to the challenges and conflicts of the mid-1800s.

Topics include views of the foreign world, samurai life, urban life, the aesthetic of leisure, women's life, art and Tokugawa thought. {H} 4 credits

Robert Eskildsen, M W 1:10–2:30 p.m.

GOV 228b Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} 4 credits

Dennis Yasutomo, T Th 9–10:20 a.m.

240b Colloquium: China Through Film

In this course, the in-depth study of Chinese films — both as cultural and aesthetic artifacts and as historical documents — provides the basis for our understanding of changes undergone by Chinese society and culture since the establishment of the People's Republic in 1949. According special attention to the medium as an expression of individual and collective experience during periods of social, political and economic transition, the course includes topics such as national identity, women's liberation and modernization. Enrollment limited to 20. Subject to the approval of the Committee on Academic Priorities. (E) {A} 4 credits

Beth Notar, M W 1:10–2:30 p.m.; screening M 7–9 p.m.; second screening time to be arranged

[250b Contemporary Japan]

An introduction to and analysis of Japanese culture and society in the 20th century. While the course will survey Japan's international emergence since the Meiji Restoration (1868), primary emphasis will be placed on developments in post-World War II society, culture and political economy. {S} 4 credits

Dennis Yasutomo

[270b Colloquium in East Asian Studies]

{A/H} 4 credits

Marylin Rbie

[REL 273a Colloquium in East Asian Religions]

Topic: Japanese Religion. The development of Japanese religious traditions from their inception to the present day, their relationship to the state, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.). {H} 4 credits

Jamie Hubbard

[275b Colloquium: Japan–United States Relations]

Analysis of political, economic, cultural and racial roots of U.S.-Japan relations from the 19th century to the present. Emphasis on current mutual perceptions and their potential impact on future bilateral relations. Enrollment limited to 20. {S} 4 credits

Dennis Yasutomo

279b Colloquium: The Art and Culture of Tibet

The architecture, painting and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present.

{A/H} 4 credits

Marylin Rbie, T 1–4 p.m.

[HST 292b The 19th-Century Crisis in East Asia]

Reactions in China, Korea and Japan to political, diplomatic and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic and cultural transformation, and the birth of Japanese expansionism. {H} 4 credits

Robert Eskildsen

GOV 348b Seminar in International Politics

Topic for 1998–99: Conflict and Cooperation in Asia. Permission of the instructor required. 4 credits

Dennis Yasutomo, T 1–2:50 p.m.

[GOV 351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan]

Permission of the instructor is required. 4 credits

Dennis Yasutomo

[380b Seminar in East Asian Studies]

{H/A} 4 credits

404a Special Studies

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Minor

Advisers: Robert Eskildsen, Daniel K. Gardner, Maki Hirano Hubbard, Sabina Knight, Marilyn Rhie, Thomas Rohlich, Taitetsu Unno, Paula Varsano, Dennis Yasutomo.

The interdepartmental minor in East Asian studies is a program of study designed to provide a coherent understanding of and basic competence in the major Asian civilizations of China, Japan and Korea. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: The first year of Chinese, Japanese or Korean language (CHI 110d, CHI 120d, JPN 110d, KOR 110d, KOR 120d) is a prerequisite for admission. The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions, in the following areas:

1. Second-year Chinese, Japanese or Korean language (CHI 220d, JPN 220d or KOR 220d); and
2. Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
 - I. East Asian art, literature, religion or other humanities;
 - II. East Asian history, government, economics or other social sciences.

Division I

- ART 222b The Art of China
 [ART 224b The Art of Japan]
 [ART 375b Studies in Asian Art]
 EAL 100a The Literary Tradition of East Asia:
 China, Japan and Korea

- [EAL 231a The Culture of the Lyric in Traditional China]
 EAL 232a Modern Chinese Literature
 EAL 233b The Chinese Literary Tradition: The Evolution of Chinese Fiction
 EAL 235b Mimesis, Metaphor and Ineffability: How Poems Mean in China and the West
 EAL 236b Modernity: East and West
 [EAL 240a Japanese Language and Culture]
 EAL 241a Traditional Japanese Literature
 EAL 242b Modern Japanese Literature
 EAL 251b Modern Korean Literature
 [EAL 252a The Korean Literary Tradition]
 EAL 261a Major Themes in Literature: East-West Perspectives: Death
 EAL 261b Major Themes in Literature: East-West Perspectives: War and Memory
 EAL 360a Seminar: Topics on East Asian Literature: Japanese Women Writers
 [EAS 270b Colloquium in East Asian Studies]
 EAS 279b The Art and Culture of Tibet
 [EAS 380b Seminar in East Asian Art: The Art of Central Asia]
 HST 218a Thought and Art in Medieval China
 [REL 110b Poetry as Contemplation (Section A)]
 REL 110b Politics of Enlightenment (Section E)
 REL 272a Buddhist Thought
 [REL 273a Colloquium in East Asian Religions: Japanese Religion]
 REL 279a Colloquium in Buddhist Studies: The Life and Thought of Shinran
 REL 282b Readings in Chinese Buddhist Texts
 [REL 372b Problems in Buddhist Philosophy]

Division II

- [EAS 250b Contemporary Japan]
 [EAS 275b Colloquium: Japan-United States Relations]
 EAS 279b The Art and Culture of Tibet
 GOV 228b The Government and Politics of Japan
 [GOV 230b The Government and Politics of China]
 [GOV 344a Seminar on Foreign Policy of the Chinese People's Republic]
 GOV 348b Seminar in International Politics: Conflict and Cooperation in Asia
 [GOV 349b Seminar in International Relations and Comparative Politics]
 [GOV 351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan]

- HST 211a The Emergence of China
[HST 212b China in Transformation, A.D. 700–1900]
[HST 213b Aspects of Chinese and Japanese History: The Intellectual Foundations of China]
[HST 214b Aspects of Chinese History: Religious Practice in China]
HST 218a Thought and Art in Medieval China
HST 219b Modern Korea
[HST 220a Japan From Ancient Times to the 18th Century]
HST 221b Modern Japan
HST 222a Aspects of Japanese History: Tokugawa Society
[HST 292b The 19th-Century Crisis in East Asia]
[HST 317a Topics in Chinese History]

Additionally, opportunities are available for junior year study abroad in China under the Duke Study in China Program and in Japan under the Associated Kyoto Program and other programs. Note: Students planning to study away from Smith during their junior year should consult with their adviser about their proposed course of study and upon their return must receive approval from their adviser for the courses taken.

Economics

Professors

Robert T. Averitt, Ph.D.
 Frederick Leonard, Ph.D.
 Mark Aldrich, Ph.D.
 **Andrew Zimbalist, Ph.D.
 Randall Bartlett, Ph.D.
 Robert Buchele, Ph.D.
 Roger T. Kaufman, Ph.D.
 Karen Pfeifer, Ph.D.
 Elizabeth Savoca, Ph.D.
 *Deborah Haas-Wilson, Ph.D.

Associate Professors

Charles P. Staelin, Ph.D.
 Thomas A. Riddell, Ph.D.
 Nola Reinhardt, Ph.D., *Chair*
 **Mahnaz Mahdavi, Ph.D.

Assistant Professors

James Miller, Ph.D., J.D.
 Edward Zajicek, Ph.D.

Senior Laboratory Instructor

Molly Jahnige Robinson, M.A.

[Courses in brackets will not be offered during the current year.]

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 227 and 280 as well as MTH 111, 112, 211, 212, 225 and 243.

General Courses

123b Cheaper By the Dozen: 12 Economic Ideas for Our Times

This course presents essential economic concepts in lay English using a modicum of mathematics, and is intended for the concerned citizen-student who has never taken, and may never again take, a course in economics. Applies economic reasoning to some of the most pressing issues of our times, including poverty and welfare reform, healthcare costs and delivery, environmental damage and restoration, economic growth, federal government budget debates, and the U.S. role in the international economy. May not be counted toward the

major or minor in economics. Open only to junior and senior non-economics majors. {S} 4 credits
Robert Buchele, T Th 1–2:20 p.m.

150a Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. {S} 4 credits
 Sections as follows:

Thomas Riddell, M W F 9–9:50 a.m.
James Miller, M W F 11–11:50 a.m. (calculus section {S/M})
Robert Averitt, M W F 11–11:50 a.m.
Mark Aldrich, T Th 9–10:20 a.m.
Mark Aldrich, T Th 10:30–11:50 a.m.

150b Introductory Microeconomics

A repetition of 150a. {S} 4 credits
 Sections as follows:
Edward Zajicek, M W F 9–9:50 a.m.
Edward Zajicek, M W F 10–10:50 a.m.
Robert Averitt, M W F 11–11:50 a.m.
Frederick Leonard, T Th 9–10:20 a.m.
Frederick Leonard, T Th 10:30–11:50 a.m.

153a Introductory Macroeconomics

An examination of current macroeconomic policy issues, including the short- and long-run effects of continued budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. **{S}** 4 credits
Sections as follows:

Roger Kaufman, M W F 9–9:50 a.m.
Frederick Leonard, M W F 10–10:50 a.m.
Frederick Leonard, M W F 11–11:50 a.m.
Roger Kaufman, M W F 1:10–2 p.m.
Andrew Zimbalist, T Th 10:30–11:50 a.m.

153b Introductory Macroeconomics

A repetition of 153a. **{S}** 4 credits
Sections as follows:

Randall Bartlett, M W F 9–9:50 a.m.
Karen Pfeifer, M W F 10–10:50 a.m.
Karen Pfeifer, M W F 11–11:50 a.m.
Randall Bartlett, M W F 1:10–2 p.m.
Robert Buchele, T Th 9–10:20 a.m.

190a Introduction to Statistics for Economists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of microcomputers to analyze labor market survey data on the earnings and work experiences of men and women. Prerequisite: 150 and 153 recommended. **{S/M}** 4 credits

Robert Buchele, Molly Robinson (Social Sciences)
Lecture T Th 9–10:20 a.m.

Lab sections as follows:

T 1–2:50 p.m.
T 3–4:50 p.m.
W 2:40–4:30 p.m.

190b Introduction to Statistics for Economists

A repetition of 190a. **{S/M}** 4 credits
Elizabeth Savoca, Molly Robinson (Social Sciences)
Lecture T Th 9–10:20 a.m.
Lab sections as follows:
T 1–2:50 p.m.

T 3–4:50 p.m.
W 2:40–4:30 p.m.

227a Mathematical Economics

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, 211, ECO 253 and 250 or permission of the instructor. **{S/M}** 4 credits
Roger Kaufman, M W F 11 a.m.–12:10 p.m.

[329b The Design of Models in Economic Analysis]
An investigation of computational and evolutionary economics through the construction, use and evaluation of economic models, both abstract and empirically based. Examples focus on microeconomic and macroeconomic simulations of issues relevant to public policy, such as market performance, environmental protection, health care, urban decay and the limits to growth. Techniques include the modeling of complex dynamic systems and genetic algorithms. The emphasis is on “hands-on” modeling using the computer, although no prior programming experience is required. Prerequisites: 250, 253, 190 and MTH 111, or permission of the instructor. **{S/M}** 4 credits

Economic Theory

250a Intermediate Microeconomics

Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance, and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy and of federal and state policies which influence market choices. Prerequisite: 150. **{S}** 4 credits

Charles Staelin

Lecture M W 1:10–2:30 p.m.

Discussion sections as follows:

M 2:40–3:30 p.m.
T 1–1:50 p.m.
W 9–9:50 a.m.

250b Intermediate Microeconomics

A repetition of 250a. **{S}** 4 credits

James Miller

Lecture M W 1:10–2:30 p.m.

Discussion sections as follows:

T 11–11:50 a.m.

T 1:10–2 p.m.

T 3–3:50 p.m.

253a Intermediate Macroeconomics

A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153. **{S}** 4 credits

Elizabeth Savoca

Lecture W F 11 a.m.–12:10 p.m.

Discussion sections as follows:

Th 9–10:20 a.m.

Th 10:30–11:50 a.m.

Th 1–2:50 p.m.

253b Intermediate Macroeconomics

A repetition of 253a. **{S}** 4 credits

Roger Kaufman

Lecture M W F 11 a.m.–12:10 p.m.

Discussion sections as follows:

W 2:40–3:30 p.m.

F 9–9:50 a.m.

F 1:10–2 p.m.

[256a Marxian Political Economy]

Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153. **{S}** 4 credits

270b History of Economic Thought

A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153. **{H/S}** 4 credits

Robert Averitt, M W F 9–9:50 a.m.

280b Econometrics

Applied regression analysis. The specification and

estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153 and 190 and MTH 111. **{S/M}** 4 credits

Elizabeth Savoca

Lecture T Th 1–2:50 p.m.

Lab W 1:10–2:30 p.m.

[321a Seminar: Economics of Organizations]

Exploration of the relationships between markets and organizations, including but not limited to business firms. Elements of organization structure as cost minimizing devices. Economic analysis of organizational problems: acquisition and effective use of information, internal and external contracting, motivation and coordination of effort. Evolution of organizations and impacts on efficiency. Prerequisite: 250. Offered in alternate years. **{S}** 4 credits

333b Seminar: Free Market Economics

The structure and institutions of a free market economy; roles of government and philosophical principles underlying the concept of a free market economy; macro- and micro-performance of a free market economy; political-economic approach toward perceived society-wide problems and issues, such as abortion and drug and gun control, in a free market economy. Prerequisite: 250 or 253. **{S}** 4 credits

Frederick Leonard, Th 1–2:50 p.m.

The American Economy

[222a Women's Labor and the Economy]

An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150 and 190. **{S}** 4 credits

224b Environmental Economics

The causes of environmental degradation and the

role that markets can play in both causing and solving pollution problems. The efficiency, equity and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. **{S}** 4 credits

Mark Aldrich, T Th 10:30–11:50 a.m.

[225a Political Economic Analysis]

Economic analysis of the formation and operation of government. Law as an important economic and political institution. Economic institutions as political actors. Power relationships in economic behavior. Prerequisite: 250. Recommended: GOV 200. **{S}** 4 credits

230b Urban Economics

An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty, and financing local government. Prerequisites: 150 and 153. **{S}** 4 credits

Randall Bartlett, M W F 11–11:50 a.m.

[243a Economics of the Public Sector]

The role of the public sector in economic activity; the importance of public goods and externalities, the implications for resource allocation and income distribution. An examination of expenditure analysis and tax theory. Analytical tools applied to contemporary policy issues, such as public choice, the federal budget deficit, education and social security. Prerequisite: 250 or permission of the instructor. **{S}** 4 credits

245b Economics of Corporate Finance

An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Basic concerns and responsibilities of financial managers, and the methods of analysis employed by them, are emphasized. This course is designed to offer a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: 190, 250, MTH 111. **{S}** 4 credits

Edward Zajicek, T Th 10:30–11:50 a.m.

246a Managerial Economics

Familiarizes students with economic and quantitative tools applicable to solving business manage-

ment problems, including forecasting, demand estimation, production and costs, market structures, planning decisions and capital budgeting. All optimization tools and techniques focus on real-world applications. Prerequisites: 190, 250 and MTH 111, or permission of the instructor. (E) **{S}** 4 credits

Edward Zajicek, T Th 9–10:20 a.m.

[257a Growth and Crisis in the U.S. Economy]

Alternative theories of the dynamics of accumulation, the business cycle, and structural crisis and change in a capitalist economy. Compares analyses of the post-1945 U.S. economy from the neoclassical, liberal, post-Keynesian and neo-Marxian perspectives, with focus on determinants of unemployment, price inflation and structural change from 1970 to the present. Prerequisites: 150 and 153. **{S}** 4 credits

275a Money and Banking

American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253. **{S}** 4 credits

Robert Averitt, M W F 9–9:50 a.m.

285b American Economic History: 1870–1990

Major topics include the economic results of the Civil War for black Americans; the rise of giant industry and the growth of unionism; beginnings of economic regulation; internationalization of the economy; the Great Depression; the New Deal legacy; the post–World War II boom and stagnation; Reaganomics. Prerequisites: 150 and 153. **{H/S}** 4 credits

Mark Aldrich, T Th 9–10:20 a.m.

290b Economics of Defense

The history, institutions, operation and effects of the defense economy in the United States, with a focus on the period since World War II and the post–Cold War era. An examination of U.S. military forces, the defense budget, the military contracting process, and the economic rationales for American foreign and military policy. Alternative theories of the role of military spending and its effects on

the U.S. economy. Prerequisites: 150 and 153. **{S}** 4 credits

Thomas Riddell, M W F 11 a.m.–12:10 p.m.

314b Seminar: Industrial Organization and Antitrust Policy

An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: 250. **{S}** 4 credits

Deborah Haas-Wilson, T Th 10:30–11:50 a.m.

[315b Seminar: The Economics of Regulation]
Current problems in government regulation of business. Traditional regulation and the more recent “social regulation.” Proposals for reform and for deregulation studied from an efficiency and an interest-group perspective. Prerequisite: 250. **{S}** 4 credits

[317a Law and Economics]

An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: 250. **{S}** 4 credits

327a Seminar: Economic Methodology

Topic for 1998–99: Income Distribution. The causes and consequences of income inequality. The role of IQ and education. Why has earnings inequality increased so much in the United States (and the United Kingdom) compared to other advanced capitalist countries? Is there a “trade-off” between equality and economic growth? Prerequisites: 190 and 250 (the latter required for economics majors using this course to fulfill the seminar requirement). **{S}** 4 credits

Robert Buchele, Th 3–4:50 p.m.

331a Seminar: The Economics of Professional Sports

This seminar will explore the economics of professional sports in the United States. Issues of anti-trust exemptions, regulation, salary level and structure, management, effect of mass media, relation to college sports and subordinate leagues will be treated. Prerequisites: 190 and 250. **{S}** 4 credits

Andrew Zimbalist, W 7:30–9:30 p.m.

International and Comparative Economics

202b The Political Economy of World Geography

Is the world's population growing too fast for its resource base? What are the economic dimensions of global environmental degradation? Are there efficient solutions to the problems of deforestation, the buildup of toxic wastes, the depletion of the ozone layer, and global warming? Can cultural identities survive the onslaught of economic development? This course will focus on developing a basic understanding of world geography, global interdependence, and the political economy of the world system for responsible citizenship in the 21st century. Prerequisite: 150 or 153 or permission of the instructor. **{S}** 4 credits

Thomas Riddell, T Th 10:30–11:50 a.m.

205b International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the theories of international trade, issues of commercial policy and the rise of protectionism, multilateral trade negotiations, preferential trade agreements, the impact of multinational firms, and trade and economic development. Prerequisite: 250. **{S}** 4 credits

Charles Staelin, T Th 1–2:20 p.m.

206a International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: 253. **{S}** 4 credits

Mahnaz Mahdavi, T Th 10:30–11:50 a.m.

[208a European Economic Development]
Covers the industrial revolutions of northwestern Europe; the causes of economic backwardness

and uneven growth in eastern and southern Europe; Europe and contemporary international capitalism (expansion and depression, world wars and recovery). Prerequisites: 150 and 153 or permission of the instructor. **{H/S}** 4 credits

[209b Comparative Economic Systems]

Survey of leading types of economic systems; considers contrasting roles of private and government sectors and variation in institutions. Analysis of Russia and East Europe's current successes and problems, as compared with China, Japan and mixed capitalist economies such as Sweden, as well as with the United States and Western Europe. Comparison of economic performance stressing distributional equity as well as allocative efficiency and economic growth. Prerequisite: 150. **{S}** 4 credits

211a Economic Development

An overview of major economic issues in the Third World (Asia, Latin America, Africa and the Middle East). Examines theory, institutions and development policy. Topics include trade, industrial and agricultural development, multinational investment, employment and technology, women in development, fiscal policy and international financial issues (lending, balance of payments deficits, the debt crisis). Prerequisites: 150 and 153. **{S}** 4 credits

Nola Reinhardt, M W 1:10–2:30 p.m.

[213b The World Food System]

Examination of international patterns of food production and distribution. Consideration given to major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third World agriculture, and environmental considerations of modern agricultural technology. Prerequisites: 150 and 153. **{S}** 4 credits

[214a Economies of the Middle East and North Africa]

An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the con-

tinuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153. **{S}** 4 credits

[220b Comparative Industrial Relations and Economic Performance]

How are a nation's economic performance and living standards affected by its industrial relations system? Do strong worker rights undermine labor productivity? Are high labor standards compatible with international economic competitiveness? Focus on the economies of North America, Western Europe and Japan. Prerequisites: 190 and 150 or 153. **{S}** 4 credits

[305a Seminar: International Economics]

Prerequisites: 205 and 250. **{S}** 4 credits

306a Seminar: International Financial Markets

The 1990s is proving to be the decade of international finance and the globalization of financial markets. Some selected topics that illuminate this new integrated world of international financial markets are: foreign exchange systems and markets, international securities, international investment and portfolio management. Prerequisites: 206, 245, 190. Recommended: 280. **{S}** 4 credits
Mahnaz Mahdavi, T 3–4:50 p.m.

309a Seminar: Topics in Comparative Economic Systems

Topic for 1998–99: Eastern European Economic Transition. Analyzes the process of transition from command to market economies in the context of regional historical, political and economic changes since the end of World War I. Emphasizes the process of economic reform, political democratization and construction of market economy, through regional analysis and country case studies. Prerequisite: 250 or 253. **{S}** 4 credits
Edward Zajicek, T 3–4:50 p.m.

[310b Seminar: Comparative Labor Economics]

In comparison with workers in other industrial economies, Japanese workers allegedly have greater job security, less job mobility, more extensive job training, weaker labor unions, and wages

that are linked more closely to seniority than to job performance. Female workers also allegedly encounter more discrimination in Japan than elsewhere. We shall examine the economic theories that explain these differences and the extent to which they are true. Finally, we shall assess their contributions to Japan's remarkable economic growth. Prerequisites: 250 and 190 or the equivalent. (E) {S} 4 credits

311b Seminar: Topics in Economic Development

Topic for 1998–99: Economic Development in East Asia. In recent decades, many East Asian economies have experienced remarkable economic growth. This seminar will explore the nature of these “miracle economies.” Has economic growth been coupled with equity? What are the causes of the high growth rates and recent collapse and is growth sustainable? Topics include trade, finance, industrial policies, industrial relations, business organization, technological development and international financial inflows. Prerequisites: 211, and 250 or 253. {S} 4 credits
Nola Reinhardt, Th 3–4:50 p.m.

[318b Seminar: Latin American Economics]
Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. {S} 4 credits

404a Special Studies

Admission by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. 4 credits

404b Special Studies

4 credits

408d Special Studies

Admission by permission of the department, normally for majors and minors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department's “Handbook for Prospective Majors.” 8 credits

The Major

Advisers: Mark Aldrich, Robert Averitt, Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, James Miller, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

Adviser for Study Abroad: Karen Pfeifer.

Basis: 150 and 153.

Requirements: 10 semester courses including the basis, 190, 250, 253 and one 300-level course (or honors thesis) taken at Smith or in the Five Colleges.

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, may count this as the equivalent of ECO 150 or ECO 153, with course credit toward the major in economics. Students with AP or IB credit are urged to take the placement exams to ensure correct placement.

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

The Minor

Advisers: Same as for the major.

Requirements: six courses in economics. Three of these courses must include the basis (150 and 153) and either 250 or 253. Crediting procedures are the same as for the major.

Honors

Director: Elizabeth Savoca.

Basis: 150 and 153.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: 10 semester courses including the basis, 190, 250, 253 and a thesis counting for eight credits.

Students may elect either a year-long thesis course (430d) or a fall semester course (431a). The thesis for the year-long course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

Examination: honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

Education and Child Study

Professors

Raymond A. Ducharme, Jr., Ed.D.
 Alan L. Marvelli, Ed.D.
 Sue J. M. Freeman, Ph.D.
 Alan N. Rudnitsky, Ph.D.

Associate Professor

Rosetta Marantz Cohen, Ed.D., *Chair*

Assistant Professor

Susan M. Etheredge, Ed.D.

Lecturers

Cathy Hofer Reid, Ph.D.
¹Barbara Fink, M.A.

²Lawrence A. Fink, Ed.D.

²Kerry Buckley, Ph.D.

²Cathy Weisman Topal, M.A.T.

Janice Gatty, Ed.D.

Jeffrey Korostoff, Ed.D.

Bruce E. Willard, Ed.D.

Teaching Fellows

Jennifer A. Beecher, B.A.

Sara K. Bielitz, B.A.

Joelle L. Brookner, B.A.

Jennifer A. Johnston, A.B.

Christopher M. Teghtsoonian, B.A., M.A.

Brooke L. Warren, B.A.

[Courses in brackets will not be offered during the current year.]

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public schools are urged to consult the department as early as possible during their college career.

340b Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process and curriculum. Open only to senior majors. {S} 4 credits

Raymond Ducharme, M 3–5 p.m.

Historical and Philosophical Foundations

[110a Change and Challenge in American Education]

Changes and current issues in American education are examined from historical, philosophical, psychological and socio-political perspectives. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. To be offered in 1999–2000. {S} 4 credits

120b Education and the Liberal Arts

History of the development of the concept of a liberal arts education. {S} 4 credits
Raymond Ducharme, T Th 10:30–11:50 a.m.

[221a Classical Education]

Study of the educational ideas of the Greeks: the Socratic dialogues of Plato; *Republic*; Aristotle on politics and education. To be offered in 1999–2000. {S} 4 credits

[222b Modern Educational Classics]

The Western conception of the educated person. Influence of Rousseau, Montessori, Dewey and others in the modern tradition in schooling and society. To be offered in 1999–2000. {S} 4 credits

236b American Education

Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order. {S} 4 credits
Lawrence Fink, T Th 9–10:20 a.m.

[336b Seminar in American Education]
 {S} 4 credits

100a The American Teacher

This course will examine the experience of the public school teacher in America, from the early 19th century to the present. The goal of the course is to consider the profession from a range of socio-historical perspectives and to understand the roots of its status as "special, but shadowed." Topics to be discussed include the feminization of teaching, the rise of unions, the radicalization of the profession in the 1960s, and the recent attempts to elevate the teacher's professional status. Students will explore the work and lives of teachers through sociologies of the profession, teacher diaries and autobiographies, literary depictions of the teacher, and ethnographies of classroom life. (S) 4 credits

Rosetta Cohen, T Th 9–10:20 a.m.

552a Perspectives on American Education

Required of all candidates for the M.A., the Ed.M. and the M.A.T. degrees. 4 credits
Raymond Ducharme, W 7–9 p.m.

552b Perspectives on American Education

Required of all candidates for the M.A., the Ed.M. and the M.A.T. degrees. 4 credits
Raymond Ducharme, Th 3–4:50 p.m.

Sociological and Cultural Foundations

200a Education in the City

Education problems of the inner city considered in the context of schools, teachers, students and community. (S) 4 credits
Raymond Ducharme, T Th 10:30–11:50 a.m.

232b Foundations of Secondary Education

A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum and contemporary problems. Directed classroom observation. Not open to first-year students. (S) 4 credits
Rosetta Marantz Cohen, T Th 10:30–11:50 a.m.

234b Modern Problems of Education

Topic for 1998–99: The Contemporary Crisis in Education: The Public Schools and Alternatives. (S) 4 credits
Clement Seldin, M W 1:10–2:30 p.m.

[237b Comparative Education]

The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. To be offered in 1999–2000. (S) 4 credits

323b Seminar in Humanism and Education

Topic for 1998–99: Gender and Leadership. An exploration of theories of leadership and their interaction with gender. Particular focus on women's assumption and performance of leadership positions in various sectors of society. (S) 4 credits
Sue Freeman, W 1:10–3 p.m.

341b The Child in Modern Society

This course examines the experience of childhood in modern society and the ways that it is shaped by the interplay of family, schooling and the wider culture. Sociocultural influences on philosophies of education and their implementation across cultures will be explored through models of education such as the Italian Reggio Emilia and Pistoian approaches, Head Start and private childcare initiatives in the United States. Students are expected to spend one additional hour per week in study group discussions and observing in schools. Prerequisite: 235 or permission of the instructor. (S) 4 credits
Susan Etheredge, T 1–2:50 p.m.

Learners and the Learning Process

235a Child and Adolescent Growth and Development

A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings. (S) 4 credits
Janice Gatty, T Th 9–10:20 a.m.

235b Child and Adolescent Growth and Development

A repetition of 235a. (S) 4 credits
Janice Gatty, T Th 9–10:20 a.m.

238b Educational Psychology

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning.

{S/N} 4 credits

Alan Rudnitsky, T Th 9–10:20 a.m.

239a Counseling Theory and Education

Study of various theories of counseling and their application to children and adolescents in educational settings. **{S}** 4 credits

Sue Freeman, T Th 10:30–11:50 a.m.

248b Individuals with Disabilities

A study of current ideas and trends in the educational, political and social community of exceptional children and adults. Focus on issues and experiences that transcend specific disabilities through examination of case studies. **{S}** 4 credits

Sue Freeman, T Th 10:30–11:50 a.m.

249b Children Who Cannot Hear

Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of deaf children. **{S}** 4 credits

Alan Marvelli, T Th 9–10:20 a.m.

[350b Learning Disabilities]

Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems. To be offered in 1999–2000. **{S}** 4 credits

Sue Freeman

[353a Education of the Gifted]

What are giftedness and talent? Stages in the education of the gifted human. The social significance of the gifted. **{S}** 4 credits

510b Human Development and Education

This course examines basic approaches to the

study of human development, drawing on theoretical perspectives and empirical studies. Students study the complex ways that individual and socio-cultural elements interact in the formation of mind, body and spirit from infancy through adolescence. Bridging theory and practice in the fields of human development and education is the primary focus of this course. 4 credits

Susan Etheredge, Th 7–9 p.m.

[540b Critical Thinking and Research in Education]

What does it mean to think critically? How do we establish and evaluate the strength of knowledge claims? How do we come to believe what we believe and how can we teach students to reason effectively? The examination of these questions will be grounded in the critical reading of research in education. Students will develop a better understanding of the reasoning process and become more discerning consumers of knowledge and information. 4 credits

Alan Rudnitsky

Curriculum and Instruction

231a Foundations and Issues of Early Childhood Education

The purpose of this course is to explore and examine the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussion, classroom observations and a pre-practicum in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This will lead students to consider, compare and contrast a variety of programs and models in early childhood education. **{S}** 4 credits

Susan Etheredge, M W 11 a.m.–12:10 p.m.

[332a Children's Literature]

In this class we will explore children's literature from four perspectives: how children's books stack up as literature; how they speak to issues in children's development; how they reflect and shape social issues and values; and how love of writing and reading good literature can be devel-

oped in the classroom. Admission by permission of the instructor. To be offered in 1999–2000. **{S}** 4 credits

Susan Etheredge

333a Information Technology and Learning

This course examines the design, use and effects of educational technology. Particular attention is paid to how computers can be used to best structure, present and influence learner interaction with information. To consider these questions, students will learn a variety of applications. These will include the use of and design for the World Wide Web, multimedia authoring, semantic networking and the LOGO computer language. While the course requires extensive work with computers, it is intended for beginners with an interest in teaching and learning. Permission of the instructor is required. **{S}** 4 credits

Alan Rudnitsky, Th 1–2:50 p.m. and one laboratory hour to be arranged

338b Children Learning to Read

This course examines teaching and learning issues related to the reading process in the preschool and elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend an additional hour each week engaged in classroom observations, study group discussions and fieldwork. **{S}** 4 credits

Susan Etheredge, W 1:10–3 p.m.

[339b Reading Problems in School Learning]

Assessment and instructional treatment of reading difficulties in regular classroom settings. Examination of interactive and whole language approaches; research regarding theory and practice. Fieldwork. To be offered in 1999–2000. **{S}** 4 credits

Sue Freeman

347b Individual Differences Among Learners

Examination of research on individual differences and their consideration in the teaching-learning process. Research and fieldwork required. Prerequisites: 235 and 238 and permission of the instructor. **{S}** 4 credits

Sue Freeman, Th 3–5 p.m.

305b The Teaching of Visual Art

Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous visual arts experience. A practicum involving classroom teaching is required. Admission by permission of the instructor. **{S}** 4 credits

Cathy Topal, M 7–10 p.m.

[335j Teaching Science for Understanding]

This course is an intensive examination of science pedagogy at the elementary school level. Students will participate in scientific investigations, the use of information technology, and discussions to better understand what scientific inquiry is. Students will then explore ways to integrate inquiry and technology into their teaching of scientific concepts. Students will learn how to and actually develop a science curriculum unit aimed at guiding young children's understanding of science content and scientific methods. To be offered in 1999–2000. (E) **{S}** 1 credit

Alan Rudnitsky

345d Preschool and Elementary Curriculum and Methods

A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b, grade of B- or better in education courses. Admission by permission of the department. Preregistration meeting scheduled in April. **{S}** 12 credits

Alan Rudnitsky and Susan Etheredge, T 3–4:50 p.m.

346a Reflective Practice in Secondary Schools

Two class hours and the practicum for secondary teaching. Presentations by master teachers. Recommended background: 232a. Admission by permission of the instructor. **{S}** 4 credits

Barbara Fink, T 3–4:50 p.m.

346b Reflective Practice in Secondary Schools

A repetition of 346a. Recommended background: 232a. Admission by permission of the instructor. **{S}** 4 credits

Rosetta Marantz Cohen, T 3–4:50 p.m.

348b Teaching Local History

This course will study the development of regional culture and society through relevant scholarship, contemporary writings and literature. Through material culture—historic sites, artifacts, textiles, documents and manuscripts—students will explore the lost landscape, the contested terrain of local history. Using these concepts and resources, students will discover ways to enrich the historical imagination as educators through cross-disciplinary curriculum development and/or through research projects related to public history/museum studies. Prerequisite: a course in American history. **{H}** 4 credits

Kerry Buckley, W 7:30–9:30 p.m.

ENG 490b Teaching Literature

Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. MAT students and seniors only. **{L}** 4 credits

William Oram, T Th 1–2:50 p.m.

SPN 481b Teaching of Spanish

This course is designed for the advanced student or major who wishes to consider a career in teaching Spanish. It is an intensive methods course which includes theories of second language acquisition, syllabus design and preparation, criteria for textbook selection, interactive pedagogical exercises within the classroom setting, use of authentic materials, multimedia teaching resources, grammatical presentations, and dramatic enactments of teaching situations. This course is ideal for students seeking certification in the teaching of Spanish. Prerequisite: one Spanish course at the 300 level. **{F}** 4 credits

Silvia Berger, M W F 10–10:50 a.m.

548a Student Diversity and Classroom Teaching

An examination of difference, including cognitive and affective development, race, ethnicity, sex, class and their consideration in teaching and learning. Also, special needs and the multilanguage classroom as factors in classroom teaching and student learning. Research and fieldwork required. **{S}** 4 credits

Sue Freeman, Th 3–5 p.m., plus weekly study sessions

554a Cognition and Instruction

A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. 4 credits
Alan Rudnitsky, M 7–9 p.m.

FRN 559a The Teaching of French

Practical exercises in foreign language teaching supported by exposure to past and current theories of second language acquisition. Topics include teaching for cultural understanding; planning instruction for the development of speaking, listening, writing and reading skills; how to establish objectives; how to present, personalize and review material; the accuracy issue; formats for proficiency-oriented classroom testing. Open to students preparing for teacher certification. **{F}** 4 credits

Members of the Department, to be arranged

Smith College and Clarke School for the Deaf Graduate Teacher Education Program

Foundations of Education of the Deaf**564 Perspectives on the Education, Guidance and Culture of the Deaf**

History of the education of the deaf. Educational, vocational and social issues affecting deaf children and adults in our society. 2 credits

Alan Marvelli

568 Psychology of Exceptional Children

Growth and development of children, significance of early experiences. Personality development and its relation to problems of formal learning for both hearing children and the deaf and hard of hearing. 2 credits

Yvonne Mullen

Speech Science and Audiology**565 Hearing, Speech and Deafness**

4 credits

Hollis Altman and Arthur Boothroyd

Part I. Nature of Sound

Anatomy and physiology of hearing. Processes of auditory perception. Anatomy, physiology and acoustics of speech. Types, causes and consequences of hearing impairment. Characteristics of the speech of deaf children.

Part II. Nature of Communication

Speech as a code for language. Speech perception and the effects of sensorineural hearing loss. Auditory training and lip-reading instruction. Use of hearing in the development of speech-production skills.

566 Audiometry, Hearing Aids and Auditory Training

Sound perception in hearing, hard of hearing and deaf individuals. Methods and equipment for testing and developing sound perception skills.

2 credits

Hollis Altman

Language and Communication**561 Developing Auditory/Oral****Communications in Deaf Children**

A detailed analysis of speech production covering phonetic transcription and developing and improving speech readiness, voice quality, speech breathing, articulation, rhythm, phrasing, accent and fluency. Demonstration plus extensive speech lab and classroom teaching experiences. 6 credits

Patricia Blinn

562 Developing Language Skills in Deaf Children

Principles and techniques used in development of language with deaf children. Study of linguistics and psycholinguistics. Consideration is given to traditional and modern approaches to language development. 4 credits

Muriel Crockett

567 English Language Acquisition and Deafness

A psycholinguistic account of English language acquisition of hearing and deaf children. Both theory and empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits

Peter A. de Villiers

Curriculum and Instruction**563 Elementary School Curriculum, Methods and Media for the Deaf**

Principles and methods of the teaching of reading; classroom procedures for the presentation of other school subjects. Uses of texts and reference materials, plus summer sessions devoted to media development and utilization, microcomputer operations and word processing. 4 credits

Members of the Faculty

Student Teaching**569 Observation and Student Teaching**

A minimum of 400 hours of observation and student teaching of deaf children in educational levels from preschool through eighth grade, in self-contained residential and day settings, plus integrated day classes. 8 credits

Members of the Faculty

Education of the Deaf**572 The Deaf Child: 0-5 Years**

The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. 4 credits

Janice Gatty

580 Beginning Sign Communication

Development of basic receptive and expressive skills in American Sign Language and finger spelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. 4 credits

Ruth Moore

Special Studies**400a Special Studies**

1 to 4 credits

400b Special Studies

1 to 4 credits

The Major

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations (EDC 110 cannot be used to fulfill this requirement); one course in the Sociological and Cultural Foundations; two courses in the Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the Department.

Adviser for Study Abroad: Rosetta Marantz Cohen.

Director of Teacher Education: To be announced.

Teacher/Lecturers—Secondary Program

Joanne Arnold, B.S. (Mathematics)
Fay Villani, M.Ed. (History)
Vincent Falardeau, M.A. (French)
Robert Bonneau, M.A. (English)
Peter Shaughnessy, M.A. (Science)

Teacher/Lecturers—Elementary and Early Childhood Program

Barbara Baker, Ed.M.
Gina Bordon-Cowley, M.Ed.
Elizabeth Cooney, A.B.
Michelle S. Dilts, B.S.
Katherine First, M.Ed.
Marie A. Frank, M.Ed.
Martha N. Guzowski, B.S.
Rita F. Harris, B.S.
Janice Henderson, Ed.M.
Lisa Libiecki, Ed.M.
Susan Reyes, B.S.
Larissa Rivera, Ed.M.
Janice Marie Szymaszek, Ed.M.
Gary A. Thayer, B.A.
Thomas M. Weiner, M.Ed.

The Minor

Required courses: EDC 235, Child and Adolescent Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are electives. The specific courses taken by a student are worked out with a faculty adviser.

Requirements for Programs Leading to Teacher Certification

Secondary Teacher (9–12) in the following fields:

English	Mathematics
History	Biology
Social Studies	Chemistry
French	Earth Science
Spanish	General Science
Physics	Visual Art

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in the appropriate discipline
- one course (or equivalent experience) in the use of information technology
- complete the following courses in Education and Child Study:

EDC 232	Foundations of Secondary Education
EDC 235	Child and Adolescent Growth and Development
EDC 238	Educational Psychology
EDC 347	Individual Differences Among Learners
EDC 346a/b	Reflective Practice in Secondary Schools

GRADUATE

- completion of Master of Arts in Teaching degree
- departmental assessment of subject matter preparation and background in the use of information technology

- complete the following courses in Education and Child Study:

EDC 556	Learning in Classrooms (Summer Program)
EDC 559	Clinical Internship in Teaching I (Summer Program)
EDC 559	Clinical Internship in Teaching II
EDC 552	Perspectives on American Education
EDC 548	Student Diversity and Classroom Teaching
EDC 510	Human Development and Education

or

EDC 554	Cognition and Instruction
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Four advanced courses in the subject area

Elementary Teacher (1–6) and Early Childhood Teacher (N–3)

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in a liberal arts discipline
- one course (or equivalent experience) that emphasizes the use of information technology
- complete the following courses in Education and Child Study:

EDC 235	Child and Adolescent Growth and Development
EDC 238	Educational Psychology
EDC 347	Individual Differences Among Learners
EDC 345d	Preschool and Elementary Curriculum and Methods
- one course in either historical and philosophical or sociological and cultural foundations of education (not EDC 110)
- one course in the area of early childhood education (for Early Childhood Teacher)

GRADUATE

- completion of Master of Education degree
- departmental assessment of subject matter preparation and background in the use of information technology
- departmental assessment of subject matter knowledge in early childhood education (for Early Childhood Teacher)

- completion of the following courses in Education and Child Study:

EDC 556	Learning in Classrooms (Summer Program)
EDC 559	Clinical Internship in Teaching I (Summer Program)
EDC 559a/b	Clinical Internship in Teaching II
EDC 552	Perspectives on American Education
EDC 548	Student Diversity and Classroom Teaching
EDC 510	Human Development and Education
EDC 554	Cognition and Instruction
- Two electives—selected to address assessed needs in specific areas of competence

Special Needs

Adviser: Sue Freeman.

- | | |
|-----------|--|
| EDC 248b | Individuals with Disabilities |
| EDC 249b | Children Who Cannot Hear (e) |
| [EDC 339b | Reading Problems in School Learning (e)] |
| EDC 347b | Individual Differences Among Learners(e) |
| [EDC 350b | Learning Disabilities (e)] |
| [EDC 353a | Education of the Gifted (e)] |

Child Development/Early Childhood

Adviser: Susan Etheredge.

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|----------|---|
| EDC 231a | Foundations and Issues of Early Childhood Education |
| EDC 341b | The Child in Modern Society (e) |
| EDC 345d | Preschool and Elementary Curriculum and Methods (e) |
| EDC 347b | Individual Differences Among Learners (e) |

Learning and Instruction

Adviser: Alan Rudnitsky.

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|----------|---|
| EDC 232b | Foundations of Secondary Education (e) |
| EDC 333a | Information Technology and Learning (e) |
| EDC 338b | Children Learning to Read (e) |

- EDC 345d Preschool and Elementary Curriculum and Methods (e)
 [EDC 356b Curriculum Principles and Design (e)]
 [EDC 540b Critical Thinking and Research in Education (e)]
 EDC 554a Cognition and Instruction (e)

Secondary Teaching

Advisers: Raymond Ducharme, Rosetta Marantz Cohen.

- EDC 232b Foundations of Secondary Education
 EDC 346a/b Reflective Practice in Secondary Schools
 EDC 347b Individual Differences Among Learners (e)
 • One course from Historical and Philosophical Foundations

Education Studies

Advisers: Raymond Ducharme, Rosetta Marantz Cohen.

This minor does not require EDC 235 and EDC 238.

Six courses from:

- EDC 120 Education and the Liberal Arts
 [EDC 221 Classical Education]
 [EDC 222 Modern Educational Classics]
 EDC 232 Foundations of Secondary Education
 EDC 234 Modern Problems of Education
 EDC 236 American Education
 [EDC 237 Comparative Education]
 [EDC 336 Seminar in American Education]

Student-Initiated Minor

Requirements: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

Honors

Director: Rosetta Cohen.

- 431a Thesis**
 8 credits

- 432d Thesis**
 12 credits

Requirements: those listed in the major; thesis (431a, 432d) pursued either in the first semester of or throughout the senior year. An examination in the candidate's area of concentration.

Graduate

Advisers: Members of the Department.

510b Human Development and Education

[540b Critical Thinking and Research in Education]

552a Perspectives on American Education

552b Perspectives on American Education

554a Cognition and Instruction

548a Student Diversity and Classroom Teaching

559a Clinical Internship in Teaching II 4 credits

Members of the Department

559b Clinical Internship in Teaching II 4 credits *Barbara Fink*

567a English Language Acquisition and Deafness

580a Advanced Studies Open to seniors by permission of the department. 4 credits *Members of the Department*

580b Advanced Studies 4 credits

590a Research and Thesis 4 or 8 credits *Members of the Department*

590b Research and Thesis 4 or 8 credits

590d Research and Thesis 8 credits *Members of the Department*

Engineering

Students interested in the study of engineering at Smith may consider: (1) obtaining a minor in one of the subfields of engineering described below; or (2) completing a 3-2 dual degree program, leading to a B.A. from Smith College in the fourth year, and a B.S. or B.E. from the partner institution in the fifth year.

Each minor involves a number of introductory courses at Smith, as well as typically three to four courses in the School of Engineering at the University of Massachusetts. The interested student should consult the appropriate minor adviser, who can provide further information and assistance in putting together her minor program.

Partner institutions for the 3-2 programs include the Thayer School of Engineering at Dartmouth College, the G.W.C. Whiting School of Engineering at Johns Hopkins University, and the School of Engineering at the University of Massachusetts. Dartmouth offers a B.E. in general engineering, while Johns Hopkins and UMass offer the B.S. degree in one of the traditional engineering subfields. Students interested in a dual degree program should be aware that the programs are very competitive, and that they need to prepare adequately in their first two years at Smith for their junior year at the partner institution, particularly by taking appropriate math and physics courses early on. They should also consult as soon as possible with one of the engineering 3-2 program advisers from the list below.

Engineering 3-2 Program Advisers: Ruth Haas (Mathematics), Dominique Thiébaud (Computer Science), Doreen Weinberger (Physics), Malgorzata Zielinska-Pfabé (Physics).

The Minor Emphases in the Minor

CHEMICAL ENGINEERING

Adviser: Kenneth Hellman.

Limited to majors in chemistry or physics. This minor is appropriate for a student with an interest in the application of chemistry. It will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 212.

Requirements: (at Smith) CHM 111a, PHY 115 and 116, and MTH 225b; (at UMass) CHE 225, CHE 226, plus either CHE 325 or CHE 330.

CIVIL ENGINEERING

Adviser: Robert Newton (Geology).

The civil engineering minor is for science majors. The major areas of civil engineering include geotechnical, structural, hydraulic, transportation, construction and environmental. Prerequisite: MTH 212.

Requirements: (at Smith) MTH 222 and PHY 115 and 116; (at UMass) CE 240 Statics; plus any two of the following civil engineering courses: CE 241 Strength of Materials; CE 310 Transportation Systems; CE 320 Soil Dynamics; CE 342 Dynamics; CE 357 Elementary Fluid Mechanics; CE 360 Engineering Hydraulics.

COMPUTER ENGINEERING

Adviser: Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 111, MTH 112 and MTH 153.

Requirements: (at Smith) PHY 115, 116 and CSC 231a; (at UMass) ECE 211, ECE 214 and ECE 221.

ELECTRICAL ENGINEERING

Adviser: Dominique Thiébaud (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115, 116 and MTH 112.

Requirements: (at Smith) any two of: PHY 214b, PHY 224b, or MTH 212a or b; (at UMass) ECE 211, ECE 212 and ECE 214.

**INDUSTRIAL ENGINEERING AND OPERATIONS
RESEARCH**

Adviser: Deborah Haas-Wilson (Economics), Ruth Haas (Mathematics).

The goal of this minor is to provide a mathematical approach to understanding the operation of organizational systems. Prerequisites: MTH 112, 211 and ECO 150.

Requirements: (at Smith) CSC 111, and MTH 245a or ECO 190, plus either MTH 247 or ECO 280a; (at UMass) MIE 379 and MIE 380, plus one additional approved MIE course.

MECHANICAL ENGINEERING

Advisers: Malgorzata Zielinska-Pfabé (Physics), Doreen Weinberger (Physics).

This minor will typically be pursued by the physics major interested in a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework.

Requirements: (at Smith) PHY 115 and 116, PHY 210a and 211b; (at UMass) ME 210, ME 211 and ME 230.

English Language and Literature

Professors

Francis Murphy, Ph.D., Litt.D. (Hon.)
 Harold Lawrence Skulsky, Ph.D.
 Dean Scott Flower, Ph.D.
 William Allan Oram, Ph.D.
 **Jefferson Hunter, Ph.D.
 Douglas Lane Patey, Ph.D.
 Susan R. Van Dyne, Ph.D. (Women's Studies and
 English Language and Literature)
 Charles Eric Reeves, Ph.D.
 †Ronald Russell Macdonald, Ph.D.
 †Elizabeth Wanning Harries, Ph.D. (English
 Language and Literature and Comparative
 Literature)
 Sharon Cadman Seelig, Ph.D., *Chair*
 Michael Gorra, Ph.D.

Elizabeth Drew Professor

Dean Albarelli, M.F.A.

Grace Hazard Conkling Writer-in-Residence

Elizabeth Alexander, Ph.D.

Associate Professors

Nora E. Crow, Ph.D.
 Patricia Lyn Skarda, Ph.D.

Richard Millington, Ph.D.

**Craig R. Davis, Ph.D.

Gillian Kendall, Ph.D.

†Nancy Mason Bradbury, Ph.D.

Assistant Professors

*Cornelia Pearsall, Ph.D.

Luc Gilleman, Ph.D.

Ambreen Hai, Ph.D.

Gwendolen M. Carter Visiting Lecturer in African Studies

Ama Ata Aidoo (English Language and Literature
 and Theatre)

Lecturers

Robert Ellis Hosmer, Jr., Ph.D.

Ann E. Boutelle, Ph.D.

Julio Alves, Ph.D.

Nancy Coiner, Ph.D.

¹Debra L. Carney, M.F.A.

Holly Davis, M.A.

¹Anthony Giardino, B.A.

¹Mary Koncel, M.F.A.

¹Brian Turner, M.F.A.

[Courses in brackets will not be offered during the current year.]

The purpose of the English major is to develop a critical and historical understanding of British and American literature and language. Throughout their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art and theatre.

First-Level Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. ENG 118 may be repeated, but only with a differ-

ent instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and Literature and English Language and Composition may receive four credits each, providing they do not take English 118.

118a Colloquia in Writing

Conducted as writing workshops in sections limited to 15 students each, this course provides systematic practice in reading and writing, with emphasis on academic argumentation. Bilingual students and non-native speakers are especially encouraged to register for a section taught by Julio Alves. Priority will be given to incoming students

in the fall-semester sections. **WI** 4 credits

Director, Julio Alves

Sections as listed below:

Language, Identity and Culture

Practice in writing essays of observation, analysis and argument. Readings cover a range of subjects from questions of personal identity to public issues of culture and politics. **WI**

Brian Turner, M W 1:10–2:30 p.m.

Diversity, Community and the Complexities of Difference

Reading and writing texts in a variety of forms and genres, emphasizing analysis and argumentation. All texts critically assess contemporary issues of nationality, gender, race, class, ethnicity and/or religion. A strong focus on research. **WI**

Sections as follows:

Julio Alves, T Th 9–10:20 a.m.

Julio Alves, T Th 10:30–11:50 a.m.

The Politics of Language

Reading, thinking and writing about the forces that govern and shape language. A series of analytical essays will focus on issues such as political correctness, obscenity, gender bias in language, and censorship. **WI**

Holly Davis, T Th 9–10:20 a.m.

Conflicts and Connections

Writing analytical essays in response to works by international authors on such topics as rites of passage, work, education, race, feminism and social policies. **WI**

Sections as follows:

Mary Koncel, T Th 10:30–11:50 a.m.

Debra Carney, T Th 1–2:20 p.m.

118b Colloquia in Writing

A repetition of 118a. **WI** 4 credits

Director, Ann Boutelle

Sections as listed below:

American Identities

Reading and writing texts on identity politics, with readings focusing on the writing of contemporary American women and issues of language and identity. A strong emphasis on academic analysis, argumentation and research. **WI**

Julio Alves, T Th 9–10:20 a.m.

Writing About Smith

Study of ways of making an argument, as students write about Smith College. Papers due at almost every class meeting. Topics will include current issues at Smith and assignments in the Museum of Art and in the Smith Archives. **WI**

Ann Boutelle, T Th 9–10:20 a.m.

The Politics of Language

Reading, thinking and writing about the forces that govern and shape language. A series of analytical essays will focus on issues such as political correctness, obscenity, gender bias in language, and censorship. **WI**

Holly Davis, T Th 9–10:20 a.m.

First-Level Courses in Literature

112a Reading Contemporary Poetry

This course offers the opportunity to read contemporary poetry and meet the poets who write it. Three class sessions, led by the director of the Poetry Center and by guest faculty members, will alternate with three readings by visiting poets. Graded Satisfactory/Unsatisfactory only. **{L}** 1 credit

Elizabeth Alexander

T 7:30–9:30 p.m.; six class meetings, on alternate weeks, beginning Sept. 15, 1998

120a Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course director about possible openings. 4 credits

Director, Douglas Patey

Fiction

A study of the novel, novella and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence and Woolf. **{L}** **WI**

Sections as follows:

Robert Hosmer, M W F 11–11:50 a.m.

Dean Albarelli, M W 2:40–4 p.m.

Robert Hosmer, T Th 9–10:20 a.m.

Comedy

Plays by Jonson, Wilde, Shaw, Beckett and others, with emphasis on traditional themes and techniques of comic writing and stagecraft.

{L} WI

Harold Skulsky, M W F 9–9:50 a.m.

Modern Drama

Reading of a selection of modern and contemporary plays that investigate problems of language and identity. Playwrights to include Pinter, Stoppard, Churchill, Handke, Pomerance, Albee, Rabe, O'Neill, Beckett, Shaffer, Pirandello. {L} WI

Sections as follows:

Luc Gilleman, M W F 9–9:50 a.m.

Anthony Giardina, M W 1:10–2:30 p.m.

The Gothic in Literature

Terror, guilt and the supernatural in novels, tales and poems from the 18th to the 20th century. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës and James. {L} WI

Sections as follows:

Nora F. Crow, T Th 10:30–11:50 a.m.

Nora F. Crow, T Th 3–4:15 p.m.

Modern Irish Writing

An introduction to the major Irish poets and storytellers of the 20th century, with some attention to drama and autobiography. Readings in Joyce, Yeats, Beckett, Frank O'Connor, Edna O'Brien, Heaney, Kavanaugh and others. {L} WI

Dean Flower, T Th 10:30–11:50 a.m.

Love and the Literary Imagination

A study of the way literary convention shapes and interprets the experience of love. Readings in poetry, fiction and drama, including such authors as Plato, Shakespeare, Flaubert, Yeats, Joyce and Rich. {L} WI

Nancy Coiner, T Th 1–2:20 p.m.

Shakespeare and Film

A study of the way filmmakers edit, distort, clarify and otherwise interpret Shakespeare's plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include *Henry V*, *Macbeth*, *A Midsummer*

Night's Dream, *The Taming of the Shrew*, *The Tempest* and *Hamlet* or *King Lear*. {L} WI

Jefferson Hunter, M W F 9–9:50 a.m.

Screening times to be arranged

The English Language

An introductory exploration of the English language, its history, current areas of change, and future. Related topics such as how dictionaries are made and the structure of the modern publishing industry. Students will learn about editing, proofreading and page layout; the course will also entail a comprehensive review of grammar and punctuation. {L} WI

Douglas Patey, T Th 3–4:15 p.m.

120b Colloquia in Literature

A repetition of 120a. 4 credits

Director, *Dean Flower*

The Literature of New England

Works by Emerson, Hawthorne, Thoreau, James, Sarah Orne Jewett and Robert Lowell.

{L} WI

Francis Murphy, M W F 8–8:50 a.m.

Tragedy

A study of landmarks in the evolution of the most ancient form of drama, from its grand beginnings in Sophocles and Euripides to its revival in the reinterpretations of Shakespeare and other Renaissance tragedians, to its Christian conversion in T.S. Eliot, to Samuel Beckett's bitter caricature of the genre, and the withering of the tradition. What makes the tradition wither? Why was tragedy compelling, and even affirmative, in the first place? Is there such a thing as a tragic understanding of life? {L} WI

Harold Skulsky, M W F 9–9:50 a.m.

Shakespeare and Film

A study of the way filmmakers edit, distort, clarify and otherwise interpret Shakespeare's plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include *Henry V*, *Macbeth*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *The Tempest* and *Hamlet* or *King Lear*. {L} WI

Gillian Kendall, T Th 9–10:20 a.m.

Screening times to be arranged

Modern Short Stories

A study of the short story sequence as a characteristic modern genre, including such figures as Edna O'Brien, Bernard Malamud, Maxine Hong Kingston, Julian Barnes and William Trevor.

{L} WI

Dean Flower, T Th 10:30–11:50 a.m.

Drama and Society

Reading drama and dramatic theory as an investigation of the origin and development of Western notions of self and society. Plays to include Greek tragedies, Renaissance drama, comedy of manners, naturalism, epic drama, theater of the absurd, talk drama; theory from Aristotle to Artaud. Group presentation of selected scenes. **{L} WI**

Luc Gillemann, T Th 1–2:50 p.m.

Fiction

A study of the novel, novella and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence and Woolf. **{L} WI**

Dean Albarelli, M W 2:40–4 p.m.

Fiction

An interdisciplinary course exploring how narrative can both construct and be drawn from images, by working both with stories told about images and the stories told by images.

This section is a Mellon-sponsored course and will involve extensive use of works in the Smith College Museum of Art. **{L} WI**

Cornelia Pearsall, T Th 1–2:30 p.m.

180b The Reading of Poetry

A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor and structure—through comparisons of lyrics in a variety of styles and historical periods. Recommended for prospective literature majors. Enrollment limited to 20. **{L} WI** 4 credits

Eric Reeves

T Th 1–2:30 p.m.

190b Questioning Texts

Why have people found it important to read, write and criticize literature? To answer this question, we will practice a variety of approaches to texts and analyze what we are doing. Works, in a variety of genres, by women and men from different cultures and historical periods; some attention to kinds of writing, such as diary entries and blues lyrics, not often met in literature courses. Recommended for prospective literature majors and for students who have taken 120a. Enrollment in each section limited to 20. **{L} WI** 4 credits

Richard Millington

Sections as follows:

M W F 10–10:50 a.m.

M W F 11–11:50 a.m.

Second-Level Courses

Letters in square brackets after courses indicate which category of major requirement No. 3 each fulfills.

GLT 291a Western Classics in Translation, from Homer to Dante

See Interdepartmental and Extradepartmental Course Offerings.

GLT 292b Western Classics in Translation, from Chrétien de Troyes to Tolstoy

See Interdepartmental and Extradepartmental Course Offerings.

200d The English Literary Tradition

A study of the English literary tradition from the Middle Ages to modern times. Recommended for sophomores. Open to first-year students with SAT verbal score of 710 or higher and students with English AP score of 4 or 5. **{L} WI** 8 credits
Lec. W 2:40–4 p.m.; sections as follows:

First semester:

Director, Eric Reeves

William Oram, M W F 11 a.m.–12:10 p.m.

Sharon Seelig, M W F 11 a.m.–12:10 p.m.

Gillian Kendall, T Th 9–10:20 a.m.

Eric Reeves, T Th 9–10:20 a.m.

Craig R. Davis, T Th 10:30–11:50 a.m.

Second semester:

Director, Luc Gilleman

Luc Gilleman, T Th 9–10:20 a.m.

Michael Gorra, T Th 10:30–11:50 a.m.

Nora F. Crow, T Th 1–2:20 p.m.

Patricia Skarda, T Th 1–2:20 p.m.

Ambreen Hai, T Th 3–4:50 p.m.

208b Science Fiction? Speculative Fiction?

What sort of problems does science fiction address, what are its conventions and how is it related to other genres—utopia, fantasy, romance, imaginary voyage? Particular attention to the theme of the “other” (monsters, aliens, robots, living planets). Readings in Wells, Zamyatin, Stapleton, Lem, Hoban, Dick, Le Guin and others. Recommended for non-majors. [3d] {L} 4 credits
William Oram, M W F 9–9:50 a.m.

211b The Technology of Reading and Writing

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. [3e] {L} 4 credits
Douglas Patey, T Th 9–10:20 a.m.

212b Telling and Retelling

A study of recent novels and their famous antecedents. What are the pleasures of reading? What do we need to know to be good readers of contemporary fictions that revise or at least allude to work of the past? Texts include *Jekyll and Hyde* and *Mary Reilly*; *Jane Eyre* and *Wide Sargasso Sea*; *King Lear* and *A Thousand Acres*; *Tess of the d'Urbervilles* and *The French Lieutenant's Woman*; *Pride and Prejudice* and *Presumption: An Entertainment*; *Possession*. Recommended for non-majors. {L} 4 credits
Patricia Skarda, T Th 10:30–11:50 a.m.

[214a Old English]

A study of the language of Anglo-Saxon England (c. 450–1066) and a reading of the Old English elegies. [3a] {L/F} 4 credits
Craig R. Davis

[215b Beowulf]

A reading of Anglo-Saxon England's most powerful and significant poem. [3a] {L/F} 4 credits
Craig R. Davis

216a Chaucer

His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Enrollment limited to 25. [3a] {L} 4 credits
Craig R. Davis, M W F 10–10:50 a.m.

216b Chaucer

A repetition of 216a. Enrollment in each section limited to 25. [3a] {L} 4 credits
Nancy Coiner, T Th 9–10:20 a.m.

[217b Old Norse]

An introduction to the language and literature of medieval Iceland, including the mythological texts and the family sagas. [3a] {L/F} 4 credits

[219b Edmund Spenser]

Spenser presented himself as England's Virgil and transformed every genre he touched. We will read most of his romance-epic *The Faerie Queene*, but we will consider other genres as well—love poetry, pastoral, satire and vision. Prerequisite: one of the following: the first half of 200 or 210, GLT 291a, or a course in Renaissance literature. [4a] {L} 4 credits
William Oram

220a 16th-Century Literature

Topic for Fall 1998: Love and Grief in the English Renaissance. Ovidian, Platonic, Petrarchan and Romance traditions of love as they are questioned and reformulated by Renaissance writers. Lyric and narrative poetry by Wyatt, Shakespeare, Marlowe, Sidney, Spenser, Lady Mary Wroth and others. [3a] {L} 4 credits
William Oram, M W F 1:10–2:30 p.m.

222a Shakespeare

A Midsummer Night's Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, Coriolanus, The Tempest. Enrollment in each section limited to 25. Not open to first-year students. [3a] {L} 4 credits
Harold Skulsky, Director
 Sections as follows:
Harold Skulsky, M W F 11 a.m.–12:10 p.m.
Gillian Kendall, T Th 10:30–11:50 a.m.
Eric Reeves, T Th 1–2:30 p.m.

222b Shakespeare

Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra, The Winter's Tale. Enrollment in each section limited to 25. Not open to first-year students. [3a] {L} 4 credits
Gillian Kendall, Director
 Sections as follows:
Sharon Seelig, T Th 9–10:20 a.m.
Gillian Kendall, T Th 10:30–11:50 a.m.

[224b English Drama in the Age of Shakespeare]

The evolution and interplay of structure, theme and character in plays by Shakespeare's contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined. [3a] {L} 4 credits

226b 17th-Century Poetry

An exploration of the remarkable variety of 17th-century lyric poetry, which includes voices secular and sacred, witty and devout, bitter and sweet, male and female. Attention to poetic forms, conventions and imagery, to response and adaptation of those forms. Particular emphasis on Donne, Jonson, Herbert and Marvell, set in the context of their time and their contemporaries. [3a] {L} 4 credits
Sharon Seelig, T Th 1–2:20 p.m.

228a Milton

The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of baroque style, educational theorist and Attorney for the Defense of God. [3a] {L} 4 credits
Harold Skulsky, T Th 10:30–11:45 a.m.

228b Milton

A repetition of 228a. [3a] {L} 4 credits
Harold Skulsky, M W F 11 a.m.–12:10 p.m.

234b Pope, Swift and Their Circle

Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison and Gay. [3b] {L} 4 credits
Nora F. Crow, T Th 10:30–11:50 a.m.

[HST 236b Authority and Legitimacy in the Age of More and Shakespeare]

William Oram, Howard Nenner (History)

AAS 237a 20th-Century Afro-American Literature**CLT 237a Traveller's Tales**

Michael Gorra, T Th 10:30–11:50 a.m.

238a The 18th-Century Novel

The major British novelists from Aphra Behn through Fielding and Richardson to Austen and Scott. Emphasis on the ways intellectual and social commitments shape the storyteller's art. [3b] {L} 4 credits
Douglas Patey, T Th 10:30–11:50 a.m.

242a Romantic Poetry and Prose

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Austen and Mary Shelley. [3b] {L} 4 credits
Patricia Skarda, M W F 10–10:50 a.m.; optional discussion Th 4–4:50 p.m.

243a The Victorian Novel

The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre's formal development—narrative voice and perspective, the uses of plot, the representation of consciousness—but with some attention to social-historical concerns. [3c] {L} 4 credits
Michael Gorra, T Th 9–10:20 a.m.

244b Literature of the Victorian Period

Victorian literature, including works by Tennyson, the Brownings, Arnold, the Pre-Raphaelites, Carroll and Hopkins, with attention to literary, cultural and social contexts. [3c] {L} 4 credits
Cornelia Pearsall, T Th 10:30–11:50 a.m.

AAS 245a Colloquium: The Harlem Renaissance

[FLS 245b British Film and Television]

Jefferson Hunter

246a American Literature before 1865

A study of American writers as they seek to define a role for literature in their changing society.

Works by Emerson, Thoreau, Fuller, Hawthorne, Melville, Stowe, Douglass, Whitman, Dickinson and others. [3c] {L} 4 credits

Francis Murphy, M W F 10–10:50 a.m.

248a American Literature from 1865 to 1914

A survey of American writing after the Civil War, emphasizing the rise of vernacular style, the emergence of “realism” and “naturalism,” and the transformation of Romantic mythology and convention. Emphasis on writers who criticize and stand apart from their societies. Fiction by Mark Twain, Henry James, Sarah Orne Jewett, Kate Chopin, Theodore Dreiser and Gertrude Stein; poetry by Walt Whitman, Emily Dickinson and E.A. Robinson. [3c] {L} 4 credits

Richard Millington, T Th 10:30–11:50 a.m.

[250a Modern American Writing]

American writing in the first half of the 20th century, with emphasis on modernism. Fiction by Cather, Hemingway, Fitzgerald, Hurston, Faulkner; poetry by Frost, Stevens, Eliot, Pound, Bishop.

[3d] {L} 4 credits

Dean Flower

251b Modern American Poetry

A survey of the mainstream of American poetry from 1914 to the present, including the work of Eliot, Frost, Stevens, Moore, Williams, Hart Crane, Millay, Bishop, Lowell, Clappitt, Ashbery, Merrill and O'Hara. The emphasis is on literary analysis. [3d] {L} 4 credits

Francis Murphy, M W F 10–10:50 a.m.

[253a Modern Fiction]

Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, F.M. Ford, Arnold Bennett, D.H. Lawrence,

Virginia Woolf, Evelyn Waugh, Graham Greene, Doris Lessing, John Fowles, Anthony Powell, Margaret Drabble, Kazuo Ishiguro. [3d] {L} 4 credits
Jefferson Hunter

254a Modern British Poetry

Twentieth-century poetry in England and Ireland. Emphasis on W.B. Yeats, T.S. Eliot, W.H. Auden, Philip Larkin and Seamus Heaney, with some attention to such poets as Thomas Hardy, Ezra Pound, D.H. Lawrence, Elizabeth Jennings, Stevie Smith, Ted Hughes and Tony Harrison. Prerequisite: 200 or a college course in poetry or permission of the instructor. [3d] {L} 4 credits

Jefferson Hunter, M W F 11–11:50 a.m.

[256b Joyce]

Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses* and *Finnegans Wake* (selections). [3d] {L} 4 credits
Jefferson Hunter

[257a Modern British and American Drama]

A study of recent developments in British and American drama, emphasizing interconnectedness and cross-fertilization: theatre of passion; absurdism; language-oriented realism; talk drama; and post-modern, performance-oriented plays. Works by Williams, Miller, Beckett, Osborne, Pinter, Albee, Shepard, Mamet, Rabe, Shaffer, Churchill, Hwang. Occasional screenings of plays. [3d] {L} 4 credits
Luc Gilleman

262b Recent American Writing

Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler, Jen, Smiley and others. [3d] {L} 4 credits

Dean Flower, M W 1:10–2:30 p.m.

264a American Women Poets

A selection of poets from the last 25 years, including Sylvia Plath, Anne Sexton, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Erdrich and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. [4d] {L} 4 credits
Susan Van Dyne, M W F 1:10–2:30 p.m.

265b Colonial Literature: Writing of the British Empire

Study of formative imperial texts and issues from Victorian to mid-20th-century Britain. Concerns: how colonialism affected British culture, writers and intellectuals; how it gave rise to self-legitimations, anxieties and representations of otherness; how colonial literature both reflected and created dominant and pervasive ideas about race, culture, progress, history, education and gender; how this changed with war, modernism and decolonization. Fiction and non-fiction prose including: women's journals and travel writings; debates on "sati" or widow-burning; sexuality and fantasies of the harem; Mill, Carlyle, Macaulay, Darwin, Arnold on slavery, education, evolution, culture; Kipling, Conrad, Forster, Orwell, Waugh; some post-colonial criticism. [3c] {L} 4 credits
Ambreen Hai, T Th 10:30–11:50 a.m.

266b Postcolonial Literature: Changes: Literature, Communications, Society in Post-colonial Cultures

Reading literature as both a reflector and an agent of change, this course examines communications and social change in the areas of the British Commonwealth, particularly Africa, but also India, Pakistan and the Caribbean. Emphasis on the post-independence, post-colonial period; texts will include imaginative literature (fiction, drama) and at least one socio-economic narrative. Readings in Rushdie, Achebe, Soyinka, Bessie Head and others. [4d] {L} 4 credits
Ama Ata Aidoo, T Th 9–10:20 a.m.

[270b The King James Bible and Its Literary Heritage]

A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy, Frost and MacLeish. Recommended background: REL 210 and 220. To be offered in 1999–2000. {L} 4 credits
Patricia Skarda

274b History of Criticism

Topic for 1998–99: The Quarrel between Poetry and Philosophy. A historical examination of one of the most fruitful sources of tension in Western

literary criticism. The course will focus on the origin of the "quarrel" in classical Greece, and on its most important postmedieval versions. [3e] {L/H} 4 credits
Eric Reeves, T Th 9–10:20 a.m.

276a Mystery, Cinema, Narrativity

A study of the way popular mystery genres—film noir, murder mysteries, detective stories—are related to complex narrative experimentation in modern fiction and film. Emphasis on investigation and its generic conventions, intertextuality, parody and self-reference, and theories of narrative. Discussion of such films as *The Maltese Falcon*, *Vertigo*, *The Third Man*, *The Passenger* and *Chinatown*, along with fiction by E.C. Bentley, Poe, Borges, Nabokov and Robbe-Grillet. Recommended background: one advanced literature course and one film studies course. Screening fee. [3d] {L} 4 credits
Dean Flower, M W 1:10–2:30 p.m.; screening times M W 7:30–9:30 p.m.

[277b Introduction to Contemporary Literary Theory]

An introduction to major theoretical questions and debates shaping the course of literary studies today, regarding what literature is, how literature is (to be) read, how literature functions within culture and society, how theory and literature may interact. Emphasis not on "approaches" but on questions of language and the "subject," constructions of gender, sexuality, race and culture, and relation of literature to ideology. Readings include the New Critics, Saussure, Foucault, Barthes, Derrida, Felman, Eagleton, Raymond Williams, Kristeva, Spivak, Gates, Sedgwick, Said and Morrison. Varying selections of fiction by writers such as Conrad, Joyce or Mary Shelley. Prerequisite: a college course in literature or permission of the instructor. [3e] {L} 4 credits
Ambreen Hai

[278a Writing Women]

Topic: Writing and Publishing in 18th-Century Britain. In the 18th century, the idea of women writing for publication shifted from scandalous to accepted and commonplace, at least in certain genres and modes. What ideas about women's place and women's roles made it so difficult and dangerous for women to publish their works at the beginning

of the period? How and why did these dominant ideas change? Why did the courtship or domestic novel become a predominantly "female" form? What was the relationship of women writers to their male contemporaries? What was the relationship of working-class women writers to their upper-class patronesses? [3b] {L} 4 credits

Elizabeth Harries

[CLT 279a Women Writers of the Middle Ages]

[3a]

Nancy Mason Bradbury, Eglal Doss-Quinby
(*French Language and Literature*)

Advanced Courses in Writing

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Wright Hall 101, submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted.

THE 261a Writing for the Theatre

THE 261b Writing for the Theatre

280a Advanced Essay Writing: Writing for Writers

A writers' group designed to encourage proficient students to look at their own and others' essays as works of art. Expertise in mechanical matters to be assumed from the start. Admission by permission of the instructor. [3e] {L} 4 credits

Nora F. Crow, Th 1–2:50 p.m.

280b Advanced Essay Writing: Writing for Writers

[3e] {L} 4 credits

Sections as follows:

A writers' group designed to help students write vital and interesting essays. The emphasis throughout will be on style and structure. Readings are by American women writers such as Natalie Goldberg, Joan Didion, Annie Dillard, Antonia Fraser.

Ann Boutelle, Th 1–2:50 p.m.

Vision Re-Vision: Process and Analogue

An interdisciplinary, experimental offering supported by a grant from the Andrew W. Mellon Foundation. This course will examine, analyze and write about works of art (painting, sculpture, prints) from the Smith College Museum of Art. Emphasis on understanding "vision" and "revision" in plastic arts as approach to refining understanding of these activities in verbal arts. For proficient, fluent writers who seek to hone abilities and broaden repertory of writing skills. Enrollment limited to 12.

Robert Hosmer, T Th 10:30–11:50 a.m.

282a Writing Poetry

Admission by permission of the instructor. [3e]

{L} 4 credits

Elizabeth Alexander, T 3–4:50 p.m.

282b Writing Poetry

A repetition of 282a. Admission by permission of the instructor. [3e] {L} 4 credits

Elizabeth Alexander, T 3–4:50 p.m.

284a Writing Short Stories

Admission by permission of the instructor. [3e]

{L} 4 credits

Dean Albarelli, to be arranged

284b Writing Short Stories

A repetition of 284a. Admission by permission of the instructor. [3e] {L} 4 credits

Dean Albarelli, to be arranged

286a Reading and Writing Autobiography

Reading autobiography from a writer's perspective; thinking about strategy, style and structure; and experimenting with our own autobiographical writing. Admission by permission of the instructor.

[3e] {L} 4 credits

Ann Boutelle, Th 1–2:50 p.m.

AMS 350a Seminar: Writing About American Society

An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the

director of the program. Enrollment limited. Admission by permission of the instructor. {L/S} 4 credits
Sherry Marker, T 3–4:50 p.m.

AMS 351b Seminar: Writing About American Society

A repetition of 350a. {L/S} 4 credits
Richard Todd, Th 3–4:50 p.m.

Third-Level Courses

Courses at the 300 level are either seminars or advanced offerings with prerequisites at the 200 level.

CLT 300a Contemporary Literary Theory

300a Seminar: A Major British or American Writer

Topic for fall 1998: Salman Rushdie: The Politics of Reading and Writing. An intensive study of Rushdie's major writings (*Midnight's Children*, *Shame*, *The Satanic Verses*, *Haroun*, *Imaginary Homelands*, *The Moor's Last Sigh*), in the context of the development of South Asian writing in English and recent developments in postcolonial theory, so that we can examine Rushdie's work through them and examine them through his work. Readings to include selections from writers prior and subsequent to Rushdie, to see both how he developed a new idiom and how he has been an enabling or disabling force for writers since the 1980s; and postcolonial theorists such as Spivak, Bhabha, Ahmed, Hutcheon, Grewal, Hall, Gilroy and others. Both the politics of literature and the politics of reception will thus be ongoing concerns, as emblemized in the literary/cultural phenomenon of the "Rushdie affair." Prerequisite: permission of the instructor. [3d] {L} 4 credits
Ambreen Hai, T 3–4:50 p.m.

[CLT 315b The Primary Epic and Early National Legends]

330b Seminar: Studies in 17th- and 18th-Century Literature

Topic for spring 1999: Jane Austen. Discussion of Austen's six novels and the unfinished *Sanditon*, along with important novels (by Ann Radcliffe, Fanny Burney and Mrs. West) that raise political, social, artistic and religious issues of concern to Austen. Recommended background: ENG 200 and/or 238. [3b] {L} 4 credits
Douglas Patey, T Th 1–2 p.m.

AAS 339b Seminar: American Fictions: Race and Ethnicity

342b Seminar: Studies in 19th-Century Literature

Topic for spring 1999: The Poetry and Art of William Blake. A study of Blake's songs, satires, prophesies and epics with consideration of his drawings, paintings, engravings and the composite art of his illuminated books. The Blake collection in the Mortimer Rare Book Room will be essential to our study of Blake as poet, artist and revolutionary prophet of his time. [3c] {L} 4 credits
Patricia Skarda, M 7:30–9:30 p.m.

354a Seminar: Studies in 20th-Century Literature

Topic for fall 1998: Freud and Sherlock Holmes. Readings include Freud's case studies and Conan Doyle's detective stories; popular accounts of Freud and Holmes in fiction, film and drama; and critical investigations of their economies of signification (forays into various critical-isms). Practical component: keeping a dream journal and collaborative writing of a detective story or fictionalized case study. Prerequisite: an advanced literature course and interest in theory. [3d] {L} 4 credits
Luc Gilleman, W 7:30–9:30 p.m.; screening time T 3–6 p.m.

354b Seminar: Studies in 20th-Century Literature

A reading of representative works of fiction from the last 20 years. Novels in English selected without regard for their author's national origins; possibilities include books by DeLillo, Morrison, Roth, Carter, Gordimer, Naipaul, Trevor and Smiley. Some attention to work in translation, e.g., Calvino and Sebald. [3d] {L} 4 credits
Michael Gorra, M 7:30–9:30 p.m.

CLT 368a The Play of Ideas

Luc Gilleman, M W F 10–10:50 a.m.

[372a Seminar: Satire]

A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift and Pope to Byron, Waugh, West and Vonnegut. Prerequisite: at least one 200-level course in the English department. [3b] {L} 4 credits

Nora F. Crow

400a Special Studies

1 to 4 credits

400b Special Studies

1 to 4 credits

408d Special Studies

8 credits

490b Teaching Literature

Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. MAT students and seniors only.

{L} 4 credits*William Oram*, T Th 1–2:50 p.m.

The Major

Advisers: Members of the Department.**Adviser for Study Abroad:** Jefferson Hunter.

First-year students contemplating a major in English are advised to begin their work either by taking ENG 120a followed by 180b or 190b, or, if qualified, by taking GLT 291a and 292b, or ENG 200d. Each of these courses counts toward the major. We recommend that those qualified students who elect GLT 291a and 292b, or ENG 200d, in their first year also take 180 or 190.

Requirements:

1. 200d;
2. Semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223) and Milton (228);
3. Eight additional courses, including one semester course from four of the following five areas:
 - a. Medieval or Renaissance;
 - b. British or American from 1660 to 1830;
 - c. British or American from 1830 to 1914;
 - d. British, American or Commonwealth since 1914;
 - e. Writing, History of the Language, or Critical Theory.

Up to two courses in film, a foreign literature or comparative literature, or dramatic literature offered through the theatre department may count toward the major.

GLT 291a and 292b count toward the major.

Up to two advanced writing courses may count

toward the major. Only one colloquium (120a or b) may count toward the major. English 118 does not count. No course counting toward the major may be taken for an S/U grade.

Students considering careers in English should be aware that most doctoral programs require a reading knowledge of two other languages.

The Minor

Advisers: Same as for the major.

The minor in English consists of five courses: a two-semester basis (ENG 200d; GLT 291a and 292b; or ENG 246 and 248), plus three other English courses above the 100 level chosen in consultation with the minor adviser.

Honors

Director: William Oram.**430d Thesis**

8 credits

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due a week after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

Graduate

580a Graduate Special Studies

Independent study for graduate students. Admission by permission of the chair. 4 credits

580b Graduate Special Studies

4 credits

580d Graduate Special Studies

8 credits

Environmental Science

Director

†Thomas S. Litwin, Adjunct Associate Professor of Biological Sciences

Advisers

**Elliot M. Fratkin, Associate Professor of Anthropology

*C. John Burk, Professor of Biological Sciences
Virginia Hayssen, Associate Professor of Biological Sciences

Robert B. Merritt, Professor of Biological Sciences

**Paulette Peckol, Professor of Biological Sciences

Philip D. Reid, Professor of Biological Sciences

Stephen G. Tilley, Professor of Biological Sciences

George M. Fleck, Professor of Chemistry

Robert G. Linck, Professor of Chemistry

Petra N. Turowski, Assistant Professor of Chemistry

Mark Aldrich, Professor of Economics

Randall Bartlett, Professor of Economics

John B. Brady, Professor of Geology

H. Robert Burger, Professor of Geology

H. Allen Curran, Professor of Geology, *Acting Director*

†Robert M. Newton, Professor of Geology

Amy Larson Rhodes, Lecturer in Geology

Gregory White, Ph.D., Assistant Professor of Government

Richard E. White, Professor of Astronomy (and Public Policy)

[Courses in brackets will not be offered during the current year.]

The environmental science minor is designed for students with a serious interest in environmental issues and a strong commitment to scientifically based problem solving. Students must satisfy the prerequisites for all courses included in their minor program. Interested students are urged to meet with the director early in their academic planning.

The minor consists of six courses chosen with the guidance and approval of an environmental science minor adviser. Requirements include courses in environmental chemistry, ecology, geology, and public policy or environmental economics. Completion of a senior seminar or special studies course in environmental science is also required. A course in statistics (e.g., MTH 245a or the equivalent) is recommended.

EVS 300b Seminar in Environmental Science

Examination of the impact of human populations on natural systems, the development of environmental problems, and the use of environmental science in policy creation. Case studies are used to explore the translation of scientific theory and research into policy and regulation. Topics include

landscape ecology, natural system perturbation, conservation biology, sustainability, pollution, environmental health risk assessment, natural resource economics, and the formulation of environmental policy. There will be a one-day weekend field trip. Prerequisite: all courses completed or concurrent for the environmental sciences minor or by permission of the instructor. {S/N} 4 credits
Elizabeth Farnsworth, T Th 9–10:20 a.m.

Requirements: six courses, no more than three of which can be taken at other institutions, including CHM 111a and a Special Studies or senior seminar (EVS 300). Also required is one course in each of the following fields of environmental science chosen in consultation with the minor adviser:

CHEMISTRY

[CHM 150b Environmental Chemistry]

CHM 347a Instrumental Methods of Analysis

ECOLOGY

BIO 260a Principles of Ecology and lab

BIO 264a Marine Ecology and lab

[BIO 356a Plant Ecology and lab]

GEOLOGY

- GEO 108b Oceanography
- GEO 109a The Environment
- GEO 111a/b Introduction to Earth Processes and History
- [GEO 301a Aqueous Geochemistry]
- [GEO 309a Groundwater Geology]
- GEO 311a Environmental Geophysics

SOCIAL SCIENCES

- ANT 236a Economy, Ecology and Society
- [ANT 241b Anthropology of Development]
- [ANT 342a Topics in Anthropology: Population, Environment and Development]
- ECO 224b Environmental Economics

- GOV 254a Politics of the Global Environment
- PPL 254b Agricultural Public Policy in the United States
- [PPL 260b Global Change: Scientific Basis and Policy Challenges of Ozone Depletion and the Greenhouse Effect]
- PPL 303b Seminar in Public Policy of Marine and Coastal Resources

Appropriate Five College courses or courses taken at other institutions and through summer and/or semester-away programs may be counted for the minor with approval of the adviser.

Ethics

Advisers

Thomas S. Derr, Professor of Religion and Biblical Literature, *Director*

**Myron Peretz Glazer, Professor of Sociology

Malcolm B.E. Smith, Professor of Philosophy

Elizabeth V. Spelman, Professor of Philosophy

Kathryn Pyne Addelson, Professor of Philosophy

[Courses in brackets will not be offered during the current year.]

This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222a, and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

[PHI 235b	Morality, Politics and the Law]
PHI 245a	Philosophy of Law: Property
PHI 304b	Colloquium in Applied Ethics: Philosophy and the Criminal Law
REL 250a	Social Ethics I
REL 251b	Social Ethics II
REL 353a	Seminar: Medical Ethics
REL 354b	Seminar: Business Ethics
SOC 203b	Qualitative Methods
[SOC 211a	Ethical Issues in Social Organizations]

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

Exercise and Sport Studies

Professors

*Donald Steven Siegel, Ed.D.
James H. Johnson, Ph.D., *Chair*

Associate Professors

Barbara Brehm-Curtis, Ed.D.
Christine M. Shelton, M.S.

Lecturers

Tim Bacon, M.A.
Kim Bierwert
Jacqueline Blei, M.S.
Crane W. Cesario
Richard Cesario
Carla Coffey, M.A.
Theresa Collins, M.S.
Christine Davis, M.S.
Petra Farias
Louise Goodrum, M.S.
Lisa Harvey
Karen Klinger

Bonnie May, M.S.
Deborah Neubauer
Mary O'Carroll, M.S.
Lynn Oberbillig, M.B.A.
Suzanne Payne, M.Ed.
Nancy Rothenberg
David Stillman
Judy Strong
Karin Tamms
Mike Zabre

Teaching Fellows

Cheryl Brantle
Martha Brousseau
Amy Brunner
Malcolm Dunn
Elizabeth Graham
Kelly Faucher
Bevin Harnett
Amy Rowland

[Courses in brackets will not be offered during the current year.]

Theory Courses

100a Introduction to Exercise and Sport Studies

An exploration of psycho-biological concepts as applied to the active individual. This course examines the integration of activity into one's lifestyle. Historical questions are studied. 4 credits
To be announced, M W 1:10–2:30 p.m.

130b Stress Management

The physical and psychological components of stress, identification of personal stress response patterns, and techniques for daily stress management. Enrollment limited to 20. 1 credit
Barbara Brehm-Curtis, T 1–2:50 p.m.

140a Health Behavior

The influence of behavior on health and well-being. Students will examine the way in which factors such

as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease and aging. {N} 4 credits

Barbara Brehm-Curtis, T Th 10:30–11:50 a.m.

150b Nutrition and Health

An introduction to the science of human nutrition. We will study digestion, absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will include diet and physical fitness, weight control, vegetarianism and women's nutrition concerns. High school chemistry recommended but not required. {N} 4 credits

Barbara Brehm-Curtis, T Th 10:30–11:50 a.m.

175j Applied Exercise Science

A combined theory and performance course concerning the application of exercise science to the exercising adult. Training principles, therapeutic exercise, exercise prescription and fitness evaluation are covered. This course may be of particular interest to individuals who plan to work in a health setting. Enrollment limited to 20. (E) {N} 2 credits
Elizabeth Graham

Jan. 11–15 and 19–22, 1999, 10:30 a.m.–12:30 p.m.

200b Sport: In Search of the American Dream

A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic and/or sexual oppression in the athletic arena. {H/S} 4 credits

Donald Siegel and Christine Shelton, T Th 10:30–11:50 a.m.

IDP 208a Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered, including the issues of violence and the media's representation of women. {N} 4 credits

Leslie Jaffe (Health Services), T Th 10:30–11:50 a.m.

[210a Kinesiology]

Anatomical and mechanical bases of human motion with emphasis on applied anatomy, mechanics and qualitative analysis of exercise, sport and dance. To be offered in 1999–2000. {N} 4 credits

215a Physiology of Exercise

A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 104 or BIO 111, or permission of the instructor. {N} 4 credits

James Johnson, M W F 11–11:50 a.m.

Lab sections as follows:

M 1:10–3 p.m.

T 1–2:50 p.m.

220b Psychology of Sport

An examination of sport from a psychological perspective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111. {S} 4 credits

Donald Siegel, to be arranged

[340b Current Research in Health Science]

A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14. To be offered in 1999–2000. {N} 4 credits

400a Special Studies

1 to 4 credits

400b Special Studies

1 to 4 credits

Performance Courses— Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Normally, students must take partial credit courses in addition to a full course load. Courses with multiple sections may be repeated for credit, but individual course sections may *not* be repeated for credit.

901a Aquatic Activities**Beginning Swimming**

A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and passage of the Smith College Swimming Test. Limited to 12 novice or non-swimmers. 1 credit

Karen Klinger, T Th 2–2:50 p.m.

Intermediate Swimming

Theory and performance of swimming. Swimming techniques including strokes, turns and survival methods. Enrollment limited to 18. 1 credit

Mary O'Carroll, M W 11–11:50 a.m.

Springboard Diving

The understanding of the principles and development of diving skills necessary to perform at least 10 different dives from five categories. Enrollment limited to eight. 1 credit

To be announced, M W 2:40–3:30 p.m.

SCUBA Diving

The use and care of equipment, safety, and the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the instructor. Enrollment limited to 24. 1 credit

David Stillman, W 7:30–10 p.m.

901b Aquatic Activities**Advanced Beginning Swimming**

This course will focus on the improvement of swimming skills. Performance goals include being able to swim at least three different strokes at ARC level IV and swim at least 18 lengths of the pool in 30 minutes. Prerequisites: ability to swim at least two lengths of the pool. Enrollment limited to 14. 1 credit

Karen Klinger, M W 10–10:50 a.m.

[Intermediate Swimming]

A repetition of 901a. 1 credit

Swim Conditioning

Swimming workouts to improve physical fitness. Stroke improvement, exercise program design and a variety of aquatic training modalities will also be included. Intermediate swimming ability required. Enrollment limited to 20. 1 credit

Mary O'Carroll, M W 11–11:50 a.m.

Springboard Diving

A repetition of 901a. Enrollment limited to eight. 1 credit

To be announced, M W 2:40–3:30 p.m.

SCUBA Diving

A repetition of 901a. Enrollment limited to 24. 1 credit

David Stillman, W 7:30–10 p.m.

905a Water Safety**Lifeguard Training**

American Red Cross Certification in Lifeguard Training including First Aid and CPR for the Professional Rescuer plus Waterfront Lifeguard Module: aquatic rescue and lifeguarding skills. Prerequisites: 500-yard swim using crawl, breast and side strokes; retrieval of 10-pound brick from seven-foot depth; and treading water for two minutes using legs only. Enrollment limited to 12. 2 credits

Kim Bierwert, T Th 10:30–11:50 a.m.

905b Water Safety**Lifeguard Training**

A repetition of 905a. Enrollment limited to 12. 2 credits

To be announced, T Th 10:30–11:50 a.m.

Water Safety Instructor

Instruction in techniques, theory and teaching methods of swimming to prepare participants to teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: rescue and safety skills, and swimming skills (crawl stroke, elementary

backstroke, sidestroke, breaststroke, survival stroke and surface dive) at ARC Level VI proficiency. Enrollment limited to 15. 2 credits
Kim Bierwert, T Th 9–10:20 a.m.

[907b Emergency Care]

The ultimate goal is to teach emergency medical care that will enable the student to (a) recognize symptoms of illness and/or injuries; (b) implement proper procedures; (c) administer appropriate care; (d) achieve and maintain proficiency in all skills; (e) be responsible and behave in a professional manner; (f) become certified in Community First Aid and CPR. Enrollment limited to 14. To be offered in 1999–2000. 2 credits

[910a Badminton]

The development of badminton skills, principles, evolution, strokes and strategy. Enrollment limited to 16. 1 credit

910b Badminton

A repetition of 910a. *Course will meet first six weeks of the semester.* Enrollment limited to 16. 1 credit

Lynn Oberbillig, T Th 10:30 a.m.–noon

910j Badminton

A repetition of 910a. Enrollment limited to 16. 1 credit

To be announced, to be arranged

[915a Bicycling]

An introduction to the theory and practice of bicycling for fun and fitness. This course will include information on cycling technique and bicycle touring. Prerequisite: ability to ride at least 15 miles in less than 90 minutes, and access to a suitable bicycle. *Course will meet the first seven weeks of the semester.* To be offered in 1999–2000. 1 credit

920a Fencing

Beginning Fencing

The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 20 per section. 1 credit

Jacqueline Blei

Sections as follows:

T Th 9–9:50 a.m.

T Th 10:30–11:20 a.m.

920b Fencing

A repetition of 920a. Enrollment limited to 20 per section. 1 credit

Jacqueline Blei, T Th 9–9:50 a.m.

Intermediate Fencing

Development of compound attack and defense based on a combination of disengage, beat, lateral parries and reposte. Circle parries, binds and the concept of remise and reprise will also be presented. Prerequisite: 920a or permission of the instructor. Enrollment limited to 16. 1 credit

Jacqueline Blei, T Th 10:30–11:20 a.m.

925a Golf

Beginning Golf

An introduction to the game of golf. This course will teach the basic mechanics of the swing as well as correct club selection, putting, chipping, golf rules and golf etiquette. Field trip to a golf course may be scheduled. Equipment is provided. *Course will meet first seven weeks of the semester.* Enrollment limited to 16 per section. 1 credit

Theresa Collins, M W 1–2:30 p.m.

Petra Farias, T Th 10:30 a.m.–noon

Intermediate Golf

Designed to further develop the student's golf swing as well as course management strategies. *Course will meet first seven weeks of the semester.* Prerequisite: Beginning Golf or permission of the instructor. Enrollment limited to 12. 1 credit

Theresa Collins, F 1:10–4 p.m.

925b Golf

Beginning Golf

A repetition of 925a. *Course will meet last six weeks of the semester.* Enrollment limited to 16 per section. 1 credit

Petra Farias, M W 1–2:30 p.m.

Theresa Collins, T Th 1–2:30 p.m.

Classes begin March 22.

Intermediate Golf

A repetition of 925a. *Course will meet last six weeks of the semester.* Enrollment limited to 12 per section. 1 credit
Theresa Collins, F 1:10–4 p.m.
Class begins March 26.

930a Equitation

A series of equitation courses covering riding techniques, equipment, horse management. Students must attend registration session to be announced in *AcaMedia*. All sections are to be arranged. There is a fee.

Equitation I

For students in their first semester of riding at Smith. Sections range from beginner to advanced levels on the flat or over fences. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms, to be arranged

Equitation II

Sections range from advanced beginner to advanced levels on flats and over fences. Prerequisite: Equitation I. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms, to be arranged

Equitation III

Low intermediate to advanced levels. Prerequisite: Equitation II. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms, to be arranged

Equitation IV

For students in their fourth semester of riding. Intermediate to advanced levels on the flat and over fences. Prerequisite: Equitation III. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms, to be arranged

930b Equitation**Equitation I**

A repetition of 930a. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms, to be arranged

Equitation II

A repetition of 930a. 1 credit

Suzanne Payne, Lisa Harvey, Karin Tamms, to be arranged

Equitation III

A repetition of 930a. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms, to be arranged

Equitation IV

A repetition of 930a. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms, to be arranged

935a Outdoor Skills

This course is designed to introduce the fundamental elements of canoeing, orienteering, hiking and outdoor living. Students will learn how to plan for each activity, including equipment, safety and nutrition. Students will also master basic skills to enhance their enjoyment of the outdoors. Students should plan for at least one overnight trip. Enrollment limited to 14. 2 credits
James Johnson and Bevin Hartnett, W 1:10–4 p.m.

935b Outdoor Skills

A repetition of 935a. Enrollment limited to 14. 2 credits
Malcolm Dunn, W 1:10–4 p.m.

940a Outdoor Adventure**Canoeing**

An introduction to solo and tandem paddling. Paddling and touring skills are taught in this course. Touring skills include map reading, packing, equipment, cooking and portaging. Students learn mostly flatwater paddling skills. *Class meets for the first eight weeks of the semester.* Prerequisite: satisfactory swimming skills. Enrollment limited to 12. 1 credit
Malcolm Dunn and Bevin Hartnett, T 1–2:50 p.m.

Canoe Touring

A multi-day canoe trip usually during fall break. Students will learn paddling, orienteering and woodcraft skills. There is a small fee. Prerequisite: satisfactory swimming skills and a good state of physical fitness. Enrollment limited to 10. 1 credit

Malcolm Dunn and Bevin Hartnett, Friday, Sept. 11, 18, 25, Oct. 2, 2:40–4 p.m. and Friday, Oct. 9 until Tuesday, Oct. 13

River Kayaking

An introduction to flat and whitewater solo kayaking. This class begins in the pool with kayak rolling, moves to Paradise Pond for basic paddling skills, and progresses to local fast water rivers. Students should expect to run Class II rapids. Prerequisite: satisfactory swimming skills. Enrollment limited to eight per section. 1 credit

Mike Zabre, T Th 3–4:50 p.m. first three weeks of semester plus two weekend days

940b Outdoor Adventure

Whitewater Canoeing

An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers during the spring. *Class meets the last six weeks of the semester.* Prerequisite: Canoeing or permission of the instructor, plus satisfactory swimming skills. Enrollment limited to 10. 1 credit

James Johnson, F 1:10–4 p.m.

Class begins March 26.

Coastal Kayaking

This course is designed to introduce sea kayaking to the novice. Ocean paddling, navigation, safe exiting, equipment and paddle techniques are covered. Prerequisite: satisfactory swimming skills. Enrollment limited to 10. 1 credit

Malcolm Dunn, to be arranged

945a Physical Conditioning

Aerobic Dance

Choreographed dance routines to music. Enrollment limited to 60. 1 credit

Rosalie Constantilos, T Th 3–3:50 p.m.

Self-Paced Fitness

An introduction to the principles and methods of training to improve aerobic endurance. Students are tested for fitness level at the beginning and end of the semester. Each student

designs and follows an individualized aerobic conditioning program. Enrollment limited to 20. 1 credit

Carla Coffey, T 10:30–11:50 a.m.

Physical Conditioning

The theory and performance of general conditioning and the basic principles of exercise.

Enrollment limited to 20 per section. 1 credit

To be announced, M W 2:40–3:40 p.m.

To be announced, T Th 8–8:50 a.m.

To be announced, T Th 10:30–11:30 a.m.

945b Physical Conditioning

Aerobic Dance

A repetition of 945a. Enrollment limited to 60. 1 credit

Rosalie Constantilos, T Th 3–3:50 p.m.

Self-Paced Fitness

A repetition of 945a. Enrollment limited to 20. 1 credit

Carla Coffey, T 10:30–11:50 a.m.

Physical Conditioning

A repetition of 945a. Enrollment limited to 20 per section. 1 credit

To be announced, M W 8–8:50 a.m.

To be announced, M W 2:40–3:40 p.m.

To be announced, T Th 10:30–11:30 a.m.

950a Rowing

An introduction to crew and sculling techniques. A variety of boats will be utilized including singles, doubles and fours. Classes will be taught on Paradise Pond and the Connecticut River. *Course will meet the first seven weeks of the semester.* Prerequisite: satisfactory swimming skills. Enrollment limited to 12 per section. 1 credit

Elizabeth Graham, M W 1:10–2:30 p.m.

Elizabeth Graham, T Th 10:30–11:50 a.m.

950b Rowing

A repetition of 950a. *Course will meet the last six weeks of the semester.* Enrollment limited to 12 per section. 1 credit

Karen Klinger, M W 1–2:30 p.m.

Class begins on March 22.

955a Self-Defense**Self-Defense I**

Progressive development of physical and mental self-defense skills and strategies. Personal protection awareness, situation evaluation and effective communication will be emphasized.

Other topics include assertiveness training, date rape and personal defense weapons. Enrollment limited to 20 per section. 1 credit

To be announced, M 7:30–9:10 p.m.

Nancy Rothenberg, T 1–2:50 p.m.

Nancy Rothenberg, Th 1–2:50 p.m.

955b Self-Defense**Self-Defense I**

A repetition of 955a. Enrollment limited to 20 per section. 1 credit

Nancy Rothenberg, T 1–2:50 p.m.

Nancy Rothenberg, Th 1–2:50 p.m.

Self-Defense II

Further development of self-confidence and skills learned in Self-Defense I. Verbal confrontation training and defense against a variety of threatening situations. Precautionary measures will be emphasized. Prerequisite: Self-Defense I or permission of the instructor. Enrollment limited to 20 per section. 1 credit

To be announced, M 7:30–9:10 p.m.

955j Self-Defense**Self-Defense I**

A repetition of 955a. Enrollment limited to 20. 1 credit

To be announced, to be arranged

[Self-Defense II]

A repetition of 955b. Enrollment limited to 20. 1 credit

960a Squash**Beginning Squash**

Basic strokes, rules, equipment, game tactics and strategy. The history and traditions of squash. Enrollment limited to 12 per section. 1 credit

Bonnie May, M W 11–11:50 a.m.

[Intermediate Squash]

Development of accuracy and skill in executing shots and variety of serve and return of serve. Emphasis will be on strategy and tactics. Prerequisite: Beginning Squash or permission of the instructor. Enrollment limited to 12.

1 credit

960b Squash**Beginning Squash**

A repetition of 960a. Enrollment limited to 12. 1 credit

Amy Rowland, M W 11–11:50 a.m.

Amy Rowland, T Th 10:30–11:50 a.m. (this section will meet the first seven weeks of the semester)

Intermediate Squash

A repetition of 960a. *This class meets the last six weeks of the semester.* Enrollment limited to 12 per section. 1 credit

Tim Bacon, T Th 10:30 a.m.–noon

Class begins March 23.

960j Squash**[Beginning Squash]**

A repetition of 960a. Enrollment limited to 12. 1 credit

965a Tai Chi**Beginning Tai Chi**

An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health, and self-defense applications. No prerequisites. Enrollment limited to 20 per section. 1 credit

Richard Cesario, M W 8–8:50 a.m.

Richard Cesario, T Th 8–8:50 a.m.

965b Tai Chi**Beginning Tai Chi**

A repetition of 965a. Enrollment limited to 20 per section. 1 credit

Richard Cesario, M W 8–8:50 a.m.

Intermediate Tai Chi

Enrollment limited to 20 per section. 1 credit

Richard Cesario, T Th 8–8:50 a.m.

970a Tennis**Beginning Tennis**

The development of tennis skills, principles, evolution, strokes and strategy. Enrollment limited to 16 per section. 1 credit

Judy Strong, M W 10–10:50 a.m.

Amy Rowland, T Th 8–8:50 a.m.

Martha Brousseau, T Th 11–11:50 a.m.

Amy Rowland, T Th 2–2:50 p.m.

Intermediate Tennis

The development of stroke production, shot direction and selection, and basic singles and doubles strategy. Enrollment limited to 12 per section. 1 credit

Christine Davis, M W 11–11:50 a.m.

Christine Shelton, T Th 3–3:50 p.m.

970b Tennis**Beginning Tennis**

A repetition of 970a. Enrollment limited to 16 per section. 1 credit

Martha Brousseau, M W 8–8:50 a.m.

Judy Strong, M W 10–10:50 a.m.

Bevin Hartnett, M W 2:40–3:30 p.m.

Martha Brousseau, T Th 11–11:50 a.m.

Intermediate Tennis

A repetition of 970a. Enrollment limited to 12 per section. 1 credit

Christine Davis, M W 11–11:50 a.m.

Christine Shelton, T Th 3–3:50 p.m.

Advanced Tennis

The perfection of stroke patterns with emphasis on spin and pace. Advanced singles and doubles strategy. Prerequisite: permission of the instructor. Enrollment limited to 16. 1 credit

Christine Shelton, T Th 2–2:50 p.m.

975a Yoga**Yoga I**

Yoga postures, breathing and philosophy. Designed to give students an opportunity to explore movement and breathing patterns in an effort to strengthen the mind/body connection.

Enrollment limited to 20 per section. 1 credit

Deborah Neubauer

Sections as follows:

T 1–2:50 p.m.

Th 1–2:50 p.m.

Th 3–4:50 p.m.

975b Yoga**Yoga I**

A repetition of 975a. Enrollment limited to 20 per section. 1 credit

Deborah Neubauer

Sections as follows:

T 1–2:50 p.m.

Th 1–2:50 p.m.

Yoga II

The yoga of B.K.S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in Yoga I. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: Yoga I. Enrollment limited to 20. 1 credit

Deborah Neubauer, Th 3–4:50 p.m.

Performance Courses— Noncredit

X10 Aerobic Dance

fall a: M W 7:30–8:20 p.m.

b: T Th 5–5:50 p.m.

spring a: M W 7:30–8:20 p.m.

b: T Th 7:30–8:20 p.m.

Riding

In addition to riding classes for credit, noncredit riding instruction and participation in competitive riding are available at Smith College. A fee is charged for these courses, payable at registration

each semester. Further information may be obtained from Suzanne Payne, director of riding/team coach, extension 2734.

The Minor in Exercise and Sport Studies

Adviser: James H. Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six courses including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. Only four performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

Graduate Courses

Adviser: Donald Siegel.

[501a Seminar in Administration of Athletic Teams]

The administration of sport and athletic teams is the major focus of this course. The course focuses on planning, organization, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506. To be offered in 1999–2000. 2 credits

[502b Seminar in Philosophy and Ethics of Coaching]

Selected topics in the philosophy of sport as they relate to coaching. Drawing on readings from contemporary sources, the course will examine beliefs about the value of competitive sport in higher education and the implications for coaches. To be offered in 1999–2000. 2 credits

504a Current Issues in Coaching

This seminar is designed to explore current social, political, educational and economic issues which confront coaches and their players. Issues will be introduced through readings and presentations by coaches from area schools. Undergraduate students admitted with permission of the instructor. 2 credits

Christine Shelton, F 9–10:30 a.m.

505a Theoretical and Practical Foundations of Coaching

Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. 2 credits
Lynn Oberbillig and Christine Shelton, to be arranged

505b Theoretical and Practical Foundations of Coaching

A repetition of 505a. 2 credits
Lynn Oberbillig and Christine Shelton, to be arranged

506a Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505a or b. 2 credits
Lynn Oberbillig and Christine Shelton, to be arranged

506b Advanced Practicum in Coaching

A repetition of 506a. 2 credits
Lynn Oberbillig and Christine Shelton, to be arranged

507a Colloquium in Critical Thinking and Research in Coaching

A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the Athletic Department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. 1 credit
Tim Bacon and Lynn Oberbillig, Th 1–1:50 p.m.

507b Colloquium in Critical Thinking and Research in Coaching

A colloquium on current research in coaching. The focus is oriented toward writing research

reports and proposals. 1 credit
Barbara Brehm-Curtis, alternate Th 1–2:50 p.m.

[510b The Anatomical and Mechanical Analysis of Movement]

Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or biomechanics. To be offered in 1999–2000. {N} 4 credits

515b Exercise Physiology

An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition and evaluation of physical work capacity. Prerequisite: 215a or undergraduate exercise physiology. {N} 4 credits
James Johnson, T Th 9–10:20 a.m.

530a Research and Statistical Methods for Exercise and Sport Studies

Quantitative and qualitative evaluation in exercise and sport studies, including statistical methods and the computer as a research tool. {M} 4 credits
Barbara Brehm-Curtis, T Th 9–10:20 a.m.

[540a Microcomputers in Exercise and Sport Studies]

Examination of computer utilization in the organization and administration of physical activity programs. Major course components include: (a) wordprocessing, (b) graphics and animation, (c) spreadsheets, (d) databases, (e) biomechanical analysis, (f) nutritional and health analysis, (g) computer assisted learning and (h) Internet resources. To be offered in 1999–2000. {M} 4 credits

[550a Women in Sport]

A course documenting the role of women in sport as parallel and complementary to women's place in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary and future perspectives and issues in women's sport. Offered in alternate years. Admission of undergraduates by permission of the instructor. To be offered in 1999–2000. {S} 4 credits

565b Seminar in Skill Acquisition and Performance

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. {N} 4 credits
Donald Siegel, M W 9–9:50 a.m.
 Lab: F 9–10:50 a.m.

[570b Seminar in Sport Psychology]

An examination of sport from a psychological perspective. Topics include group processes, imagery, leadership, motivation, perceived exertion, personality, self-efficacy, social facilitation and the effect of stress on performance. Students are required to do independent research. To be offered in 1999–2000. {S} 4 credits

575a Sports Medicine: Concepts in Care and Prevention of Athletic Injury

Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. {N} 2 credits
Louise Goodrum, M W 8–9:50 a.m.

580a Special Studies

Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning or other approved topics. Hours scheduled individually. 1 to 4 credits
Members of the Department

580b Special Studies

1 to 4 credits

590a Thesis

4 credits

590b Thesis

4 credits

590d Thesis

8 credits

Film Studies

Assistant Professors

Ben Singer, Ph.D., *Director*

Crystal A. Griffith, M.F.A. (Five College Visiting
Assistant Professor of Film/Video Production)

Lecturer

²Justin West, M.F.A.

Advisers

Dean Flower, Professor of English Language and
Literature

Barbara Kellum, Associate Professor of Art

Hans R. Vaet, Professor of German Studies and of
Comparative Literature

[Courses in brackets will not be offered during the current year.]

200a Introduction to Film Studies

An examination of the dominant model of classical Hollywood cinema in comparison with modernist and non-Western forms based on alternative principles of time, space, continuity and story-telling. Students gain mastery of terms, concepts and methods necessary for the analysis of visual style, sound, narration and formal structure. The course will also introduce some of the central debates in film theory relating to the nature of the photographic image, ideology, psychoanalysis and feminism. Screening fee. {A} 4 credits

Ben Singer, M W 2:40–4 p.m.

Screening time M 7:30–9:30 p.m.

both as social texts reflecting aspects of Japanese identity and culture, and as aesthetic texts influenced by, yet distinct from, Western models of filmmaking. Classical films by Kinugasa, Ozu, Mizoguchi, Kurosawa and Naruse are studied, along with the 1960s new wave and more recent popular-culture works in horror, comedy and “anime.” Two required screenings each week. Prerequisite: FLS 200a or permission of the instructor. Screening fee. {A/H} 4 credits

Ben Singer, F 1:10–4 p.m.

Screening times as follows:

T 3–4:50 p.m.

W 7:30–9:30 p.m.

241a Genre/Period

Topic for 1998–99: Film Melodrama. Explores the development of melodrama as a distinct film genre marked by intense pathos, ethical ambiguity, sensationalism, moral polarization and physical abjection. Focuses on the social contexts and psychological functions of Hollywood melodramas from 1915 to 1965, along with comparative examples from Asian cinema and art cinema. Two required screenings each week. Screening fee. {A/H} 4 credits

Ben Singer, F 1:10–4 p.m.

Screening times as follows:

T 3–4:50 p.m.

W 7:30–9:30 p.m.

[245b British Film and Television]

A survey of the British cinema from the thirties to the present day, with some attention to literary parallels and literary adaptations, and with a look at recent television drama. Works by the early Hitchcock, Grierson and other documentary artists, Powell and Pressburger, Carol Reed, Richardson and other filmmakers of the Free Cinema, Lindsay Anderson, Stephen Frears and Mike Leigh; film versions of Shakespeare by Olivier and Branagh; Ealing comedies; the screen version of Pinter's *Betrayal*; television plays by Alan Bennett and the television serial *The Singing Detective* by Dennis Potter. Readings in Orwell, Woolf, Greene, Shakespeare and Ishiguro. Prerequisite: at least one college course in English literature or film, or permission of the instructor. {L/A} 4 credits

241b Genre/Period

Topic for 1998–99: Japanese Cinema. A survey of the history of Japanese cinema, analyzing films

280b Video Production Workshop: From Nuts and Bolts to Video Art

This course provides students with the basic technical, aesthetic and theoretical skills (story, structure, lighting, camera, sound and editing) needed to realize their vision and make video art. The course emphasizes collaborative work and personal narratives as students examine the diverse works of independent video/filmmakers. Prerequisite: 200a (which may be taken concurrently). Enrollment limited to 13. **{A}** 4 credits
Crystal A. Griffith, T Th 1–2:50 p.m.
 Screening time T 3–4:50 p.m.

281a Video Production Workshop: Narrative

This course provides students with basic production skills (camera, lighting, sound, story structure, editing) with an emphasis on narrative. Course work includes both group and individual production projects in the context of a close study of narrative film technique. Each student will produce a short individual work. Prerequisite: 200a. Enrollment limited to 16. **{A}** 4 credits
Justin West, M W 7:30–9:30 p.m.

282a Advanced Video Production Workshop

Topic for 1998–99: (Re)Presentation and Activism. An advanced video production course focusing on issues of representation and activism. Students will work on individual and collaborative projects in order to (re)present, engage and inspire through the creation of video art. Particular attention will be paid to the works of video/filmmakers engaged in the struggle to create liberational, alternative images of people and communities “othered” by the lens of dominant cinema. Prerequisite: FLS 280 or 281. Enrollment limited to 13. **{A}** 4 credits
Crystal Griffith, Th 1–5 p.m.
 Lab/screening W 7:30–9:30 p.m.

350a Questions of Cinema

Topic for 1998–99: Modernism and Postmodernism in Film. Investigates the stylistic and thematic characteristics of modernist and postmodernist cinema, particularly with respect to varieties of aesthetic “reflexivity” and “intertextuality.” The course also examines theoretical debates and cinematic representations concentrating on the nature of social modernity and postmodernity. Emphasis on American and

European avant-garde films, along with more mainstream work. Screening fee. **{A}** 4 credits
Ben Singer, Th 1–4:50 p.m.

351b Film Theory

This seminar explores main currents in film theory, including formalist, realist, structuralist, psychoanalytic, feminist, poststructuralist, cognitivist and cultural-contextualist approaches to questions regarding the nature, function and possibilities of cinema. The course is designed as an advanced introduction and assumes no prior exposure to film theory. Fulfills film theory requirement for the minor. Prerequisite: 200a or the equivalent. Class to meet at Hampshire College. **{A}** 4 credits
Ben Singer, Th 7:30–9:30 p.m. (at Hampshire College)
 Screening time Th 3–4:50 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

Cross-listed Courses

AAS 350a Seminar: Race and Representation: Afro-Americans in Film

This course will examine the representation of African-Americans in U.S. cinema from two perspectives. The first views the images of African-Americans in Hollywood film and the social historical context in which these representations are produced. The continuity of images as well as their transformation will be a central theme of investigation. The second perspective explores the development of a Black film aesthetic through the works of directors Oscar Micheaux, Julie Dash, Spike Lee, Matty Rich and Isaac Julien. We will attend to their representations of blackness, and the broader social and political community in which they are located. Prerequisite: 111, 113, 117 or the equivalent. **{S}** 4 credits
Ann Arnett Ferguson, Th 3–4:50 p.m.
 Screening M 7–9:30 p.m.

[ARH 280b Film and Art History (C)]
4 credits

EAS 246b Women and Social Change in China

An examination of the experience of Chinese women, especially in modern times, as expressed in documents ranging from oral history and ethnography to fiction and film. While taking into consideration regional, ethnic and socioeconomic diversity, we analyze the impact of cultural ideologies, state policies and market forces on women's lives, and investigate the ways in which women have sought to manipulate and resist these forces. Topics include family, work and sexuality. Subject to the approval of the Committee on Academic Priorities. (E) {S} 4 credits
Beth Notar, M W F 10–10:50 a.m.

**ENG 120a Colloquia in Literature
Shakespeare and Film**

A study of the way filmmakers edit, distort, clarify and otherwise interpret Shakespeare's plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include *Henry V*, *Macbeth*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *The Tempest* and *Hamlet* or *King Lear*. {L} WI
Jefferson Hunter, M W F 9–9:50 a.m.
Screening times to be arranged

**ENG 120b Colloquia in Literature
Shakespeare and Film**

A repetition of ENG 120a. {L} WI
Gillian Kendall, T Th 9–10:20 a.m.
Screening times to be arranged

FRN 244a French Cinema

Topic for fall 1998: New Trends, New Styles. Given in French. An exploration of various developments in contemporary French cinema, in particular those affecting well-established modes of cinematic representation, such as period movies, adaptations of literary works, or futuristic tales. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Works by directors such as Caro, Denis, Kieslowski, Lelouch, Malle, Tavernier and Varda. Attendance at one of the two film showings is required. Prerequisite: 220 or permission of the instructor. {L/A/F} 4 credits

Martine Gantrel, T Th 10:30–11:50 a.m.
Film viewings as follows:
W 7:30–9:30 p.m.
Th 3–4:50 p.m.

[GER 230b Topics in German Cinema]
{L/H/A} 4 credits

[ITL 342a Italian Cinema]

SLL 265a Topics in Latin American Literature

Topic for 1998–99: Latin American Film as Visual Narrative. “Neither a call to exoticism nor an appeal to marginality,” the Latin American films of the last 20 years deal with current concerns of our neighbors to the south. Made in many different countries, the films selected focus on the ethics of participation, women as subjects as history, art and utopia, “third cinema” as oppositional discourse, gender troubles, humor and the low-budget, the “ethnic” documentary. The goals of the course are to enhance cultural knowledge through the popular media of film and to improve students’ linguistic skills. Films are subtitled; readings are (mostly) in Spanish. Prerequisite: SPP 200 or above. {L/A} 4 credits
Marina Kaplan, T Th 1–2:30 p.m.
Screenings M 7:30–9:30 p.m.

THE 317a Movements in Design

Topic for 1998–99: Visual Composition in Film. The visual composition of film has had a significant impact on a modern theatre: how plays are written, directed, choreographed and designed, as well as how plays are perceived by audiences. This course is an investigation of visual composition through analysis of current films and adaptation of dramatic texts into screenplays, storyboards, and limited camera and editing work. Some of the films to be studied are by Greenaway, Fellini, Ridley Scott, Jodorowsky, Jarmush and Lynch. Permission of the instructor required. Enrollment limited to 10 students. {A} 4 credits
Nicolae Ularu, M W 1–3:30 p.m.

The Minor

Adviser: Ben Singer.

The Film Studies Program offers the opportunity for in-depth study of the history, theory and criticism of film and other forms of the moving image. The program's primary goal is to expose students to a wide range of cinematic works, styles and movements in order to cultivate critical understanding of the medium's significance as an art form, as a means of cultural and political expression, and as a reflection of social ideologies and mentalities.

Requirements: six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

FLS 200a Introduction to Film Studies
FLS 351b Film Theory

Electives:

AAS 350a	Seminar: Race and Representation: Afro-Americans in Film
[ARH 280b	Film and Art History]
ENG 120a	Colloquia in Literature: Shakespeare and Film
ENG 120b	Colloquia in Literature: Shakespeare and Film
FLS 241a	Genre/Period
FLS 241b	Genre/Period
[FLS 245b	British Film and Television]
FLS 280b	Video Production Workshop
FLS 281a	Video Production Workshop
FLS 282a	Advanced Video Production Workshop
FLS 350a	Questions of Cinema
FRN 244a	French Cinema
[GER 230b	German Cinema]
[ITL 342a	Italian Cinema]
SLL 265a	Topics in Latin American Literature: Topic for 1998–99: Latin American Film as Visual Narrative
THE 317a	Movements in Design Topic for 1998–99: Visual Composition in Film

Foreign Language Literature Courses in Translation

[Courses in brackets will not be offered during the current year.]

The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pages 65–67 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

CLS 227a	Classical Mythology
[CLS 230b	The Historical Imagination]
[CLS 233b	Constructions of Gender and Sexuality in Greco-Roman Culture]
EAL 100a	The Literary Traditions of East Asia: China, Japan and Korea
[EAL 231a	The Culture of the Lyric in Traditional China]
EAL 232b	Modern Chinese Literature
EAL 233b	The Chinese Literary Tradition: The Evolution of Chinese Fiction
EAL 235b	Mimesis, Metaphor and Ineffability: How Poems Mean in China and the West
[EAL 240a	Japanese Language and Culture]
EAL 241a	Traditional Japanese Literature

EAL 242b	Modern Japanese Literature
EAL 251b	Modern Korean Literature
EAL 252b	The Korean Literary Tradition
EAL 261a	Major Themes in Literature: East-West Perspectives
EAL 360a	Seminar: Topics on East Asian Literatures
GER 151a	Colloquium: Germans and Jews
GER 227b	Topics in German Studies
[GER 230b	Topics in German Cinema]
[GER/MUS 271b	Richard Wagner: Pro and Contra]
RUS 126a	Readings in 19th-Century Russian Literature
RUS 127b	Readings in 20th-Century Russian Literature
[RUS 235a	Tolstoy]
[RUS 235b	Dostoevsky]
[RUS 236b	Russian Drama]
RUS 237b	The Heroine in Russian Literature from <i>The Primary Chronicle</i> to Turgenev's <i>On the Eve</i>
[RUS 239b	Major Russian Writers]

French Language and Literature

Professors

Ruth J. Simmons, Ph.D.
 Lawrence Alexander Joseph, Ph.D.
 James J. Sacré, Ph.D.
 §David R. Ball, Lic. ès L., Docteur en Littérature
 Générale et Comparée (French Language and
 Literature and Comparative Literature)
 Marilyn Schuster, Ph.D. (Women's Studies)
 Mary Ellen Birkett, Ph.D.

Associate Professors

Ann Leone, Ph.D.
 Martine Gantrel, Agrégée de l'Université, Docteur
 de Troisième Cycle en Littérature Française
 Denise Rochat, Ph.D., *Chair*
 †Eglal Doss-Quinby, Ph.D.
 *Janie Vanpée, Ph.D.

Assistant Professors

†Leyla Ezdinli, Ph.D.
 Susan Silver, Ph.D.
 Jonathan Gosnell, Ph.D.

Instructor

Curtis Small, M.A., M.Phil.

Lecturers

Christiane Métrol, Lic. ès. L.
 ‡Catherine Marchiset Bloom, M.A.

Visiting Lecturer from the École Normale Supérieure in Paris

Florence Mathieu

[Courses in brackets will not be offered during the current year.]

All classes and examinations in the department are conducted in French with the exception of cross-listed courses unless indicated. In all language courses, slide lectures, films and work in the Center for Foreign Languages and Cultures (CFLAC) will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Qualified students may apply for residence in La Maison Française, Dawes House.

Language

Credit is not granted for the first semester only of French 101d.

101d Accelerated Beginning French

A one-year accelerated introduction to French based on the video method "French in Action" and materials such as articles, poems and short sto-

ries. Students completing the course normally go on to French 220a or 230, and may become eligible for study in Paris or Geneva during their junior year. Class meetings: four days a week and daily work in the Center for Foreign Languages and Cultures. Enrollment limited to 20 per section. **{F}** 10 credits

Fall sections as follows:

Denise Rochat, M T W F 8–8:50 a.m.

Christiane Métrol, M T W F 8–8:50 a.m.

Curtis Small, M T W F 9–9:50 a.m.

Spring sections as follows:

Denise Rochat, M T W Th 8–8:50 a.m.

Christiane Métrol, M T W Th 8–8:50 a.m.

Curtis Small, M T W Th 9–9:50 a.m.

120a Intermediate French

Review of language skills based on a film and video clips. Other materials may include a play, poems or short stories. Prerequisite: two or three years of high school French. FRN 120 is not open to students who have completed FRN 101d. Students completing the course normally go on to French 220b. Enrollment limited to 20 per

section. Four class hours per week plus laboratory. **{F}** 4 credits

Sections as follows:

Christiane Métrol, M W F 9–9:50 a.m.,
T 9–10:20 a.m.

Christiane Métrol, M W F 10–10:50 a.m.,
T 10:30–11:20 a.m.

Susan Silver, M W F 11 a.m.–12:10 p.m.

Susan Silver, M W F 1:10–2:30 p.m.

220a High Intermediate French

Comprehensive review of language skills through weekly practice in writing and class discussion. Texts may include a movie or video, a comic book, a play and a novel. Prerequisite: three or four years of high school French, 101d or permission of the department. Students completing the course normally go on to French 230 or above. **{F}** 4 credits

Sections as follows:

Mary Ellen Birkett, M W F 9–9:50 a.m.

Florence Mathieu, M W F 10–10:50 a.m.

Curtis Small, M W F 11 a.m.–12:10 p.m.

Florence Mathieu, M W F 1:10–2 p.m.

Lawrence Joseph, T Th 9–10:20 a.m.

220b High Intermediate French

A continuation of 120a. Review of language skills through weekly practice in writing and class discussion. Texts may include a movie or video, a comic book, a play and a novel. Prerequisite: 120a or permission of the department. Students completing the course normally go on to French 230 or above. **{F}** 4 credits

Sections as follows:

Jonathan Gosnell, M W F 8–8:50 a.m.

Catherine Marchiset Bloom, M W F 9–9:50 a.m.

Martine Gantrel, M W F 10–10:50 a.m.

Mary Ellen Birkett, M W F 11 a.m.–12:10 p.m.

[235a Conversation and Composition]

{F} 4 credits

255j Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

A total immersion course in French oral expression. Using authentic cultural materials—French films and television programs such as roundtable discussions, formal interviews, intellectual exchanges and documentary reporting—students

will analyze and learn how the French converse, argue, persuade, disagree and agree with one another. Intensive practice of interactive multimedia exercises, role-playing, debating, presenting formal *exposés*, and correcting and improving pronunciation. Prerequisite: one course above FRN 220 or permission of the instructor. Admission by interview with instructor during advising week.

Enrollment limited to 14. **{F}** 4 credits

Christiane Métrol

M T W Th F 9 a.m.–4 p.m. plus laboratory

January 4–22, 1999

300a Advanced Grammar and Composition

Emphasis on some of the more difficult points of grammar. Weekly compositions; some work in phonetics. Discussions and reports based on short texts and films. Open to juniors and seniors, or by permission of the instructor. Prerequisite: normally, one course in French at the 250 level or by permission of the instructor. **{F}** 4 credits

Denise Rochat, M W F 11 a.m.–12:10 p.m.

385b Advanced Studies in Language

Topic for spring 1999: Writing (Like the) French. Writing on opposing sides of current social issues in French and Francophone cultures. Reading, debating and writing about questions such as nationalism, the new Europe, immigration, the environment, public health or cultural wars. Emphasis on rhetoric and forms specific to French argumentation—*compte rendu*, *résumé de texte*, *dissertation*. Review of more difficult points of grammar, especially as they relate to organizing a cogent argument. Open to juniors and seniors, or by permission of the instructor. Prerequisite: normally one course in French at the 250 level or above or by permission of the instructor. Enrollment limited to 15. **{F}** 4 credits

Janie Vanpée, M W F 11 a.m.–12:10 p.m.

Intermediate Literature and Culture

230a Readings in Modern Literature

An introduction to literature, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced courses in literature and culture. A student

may take only one section of 230. Prerequisite: 220 or permission of the instructor. {L/F} 4 credits
Sections as follows:

A. Black Francophone Women Writers

Images of slavery, sexuality and France in the works of contemporary Black women writers from Africa and the Caribbean. Such authors as Mariama Bâ, Maryse Condé and Simone Schwartz-Bart. {L/F}
Curtis Small, M W F 10–10:50 a.m.

B. Childhood and Self-Discovery

An examination of the representation of childhood and its relationship to family, society, memory, creativity and self-discovery. Readings from 19th- and 20th-century French and Francophone authors such as Colette, Maupassant, Alain-Fournier, Cocteau. Films by directors such as Truffaut, Malle and others. {L/F}
Florence Mathieu, M W F 11 a.m.–12:10 p.m.

230b Readings in Modern Literature

4 credits

Sections as follows:

A. Fantasy and Madness

A study of the imagination, its powers and limits in the individual and society, and its role in the literary tradition. Such authors as Maupassant, Flaubert, Myriam Warner-Vieyra, Marguerite, Duras. {L/F}
Curtis Small, T Th 10:30–11:50 a.m.

B. Childhood and Self-Discovery

A repetition of 230a B. {L/F}
Florence Mathieu, M W F 1:10–2 p.m.

C. Quest for Identity

Who am I? Is the self unified or divided? What is its relation to others? These questions, addressed by a number of 20th-century writers, will be the central focus in a course which aims to introduce the fundamental concepts of literary criticism. Reading of poems, plays, stories and novels by Cocteau, Ionesco, Gide, Supervielle and Duras. {L/F}
Laurence Joseph, T Th 9–10:20 a.m.

244a French Cinema

Topic for fall 1998: New Trends, New Styles. Given in French. An exploration of various developments in contemporary French cinema, in particular those affecting well-established modes of cinematic representation, such as period movies, adaptations of literary works, or futuristic tales. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Works by directors such as Caro, Denis, Kieslowski, Lelouch, Malle, Tavernier and Varda. Attendance at one of the two film showings is required. Prerequisite: 220 or permission of the instructor. {L/A/F} 4 credits
Martine Gantrel, T Th 10:30–11:50 a.m.
Film viewings as follows:
W 7:30–9:30 p.m.
Th 3–4:50 p.m.

251b The French Press

An examination of contemporary French culture in periodicals such as *Le Monde*, *L'Express*, *Le Nouvel Observateur* and others. Problems including the role of the media, education and youth, French politics and the French view of the United States will be analyzed. Occasionally other media (e.g., television and radio) will be studied. There will be a fee for course materials. Prerequisite: a course above 220 or permission of the instructor. {S/F} 4 credits
Sections as follows:
Florence Mathieu, M W F 11 a.m.–12:10 p.m.
James Sacré, T Th 1–2:20 p.m.

253a Medieval and Renaissance France

A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on culture. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. {L/S/F} 4 credits
Susan Silver, M W F 9–9:50 a.m.
Screening times to be arranged

253b Medieval and Renaissance France

A repetition of 253a. {L/S/F} 4 credits
James Sacré, T Th 9–10:20 a.m.

254b France Before the Revolution:**The Ancien Régime**

From Versailles to the guillotine: a study of cultural relationships in the 17th and 18th centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. **{L/S/F}** 4 credits
Mary Ellen Birkett, M W 1:10–2:30 p.m.
 Screening times to be arranged

256a From Revolution to Revolution:**1789 to 1968**

An introduction to important transformations in 19th- and 20th-century French society. We will examine various historic events and analyze their impact on political, social and cultural developments. We will gain a sense of how these symbolic moments have transformed French language and political thought, and how they are reflected in cultural forms such as literature, music, art and film. Prerequisite: a course above 220 or permission of the instructor. **{F/H/S}** 4 credits
Jonathan Gosnell, M W F 10–10:50 a.m.

260a Literary Visions

This course will study how pivotal novelists of the 19th and 20th centuries shape their literary vision of the world and lead the reader to share it. Readings of novels from Balzac to Duras. Well-qualified first-year students are urged to seek admission to this course. Prerequisite: a course above 220 or permission of the instructor. **{L/F}** 4 credits
Ann Leone, M W F 10–10:50 a.m.

260b Literary Visions

A repetition of 260a. **{L/F}** 4 credits
Susan Silver, T Th 1–2:20 p.m.

Advanced Literature and Culture

Prerequisite: two courses in literature or culture at the 200 level or permission of the instructor.

320a Topics in Medieval/Renaissance Literature

Topic for 1998–99: Rabelais and the Poets of the Renaissance: Themes, Forms and Creativity. **{L/F}** 4 credits
James Sacré, M W 2:40–4 p.m.

340b Topics in 17th-/18th-Century Literature

Topic for 1998–99: Taste and Distinction in 17th-Century French Literature and Culture. An exploration of the development of French literary identity and the emergence of women's writing from Renaissance conceptions of *civilité* to 17th-century perceptions of good (and bad) taste and manners. Topics will include literary scandals revolving around issues of naturalness, artifice and propriety and questions of taste in food preparation and in literary style. Authors such as Corneille, Racine, Molière, Marie-Madeleine de La Fayette, Saint-Simon and Charles Perrault. **{L/F}** 4 credits
Susan Silver, T Th 9–10:20 a.m.

360a Topics in 19th-/20th-Century Literature

Topic for 1998–99: The Romantic Revolution (formerly FRN 350). A study of the French version of the cultural upheaval that swept all of Europe in the early 19th century, providing the basis of many artistic, social and political norms by which we still live. The course will give some attention to connections between literature, music and the visual arts in considering works by Rousseau, Chateaubriand, Hugo, Lamartine, Vigny, Musset, Sand, Delacroix, Chopin, Berlioz and Stendhal. **{L/F}** 4 credits
Mary Ellen Birkett, M W F 10–10:50 a.m.

360b Topics in 19th-/20th-Century Literature

Sections as follows:

From Realism to Fin de Siècle

(formerly FRN 355)

At mid-19th century, Balzac promises his readers "all of Society," "the facts as they really are," all that is true in men and women's lives. Over the next 50 years, this exuberant authorial voice gives way to others that question the value—and even the possibility—of ordering the world through fiction. Can fiction represent and judge society truly? Or is that effort in itself a guarantee of failure? Works by Balzac,

Flaubert, Zola, Huysmans, Maupassant. {L/F} 4 credits

Ann Leone, M W F 11 a.m.–12:10 p.m.

A Study in Contrast: Parisian and Country Scenes in 20th-Century Fiction

Authors will include Marcel Proust, André Gide, Jean Giono, Colette, Marguerite Yourcenar and Michel Butor. {L/F} 4 credits
Martine Gantrel, M W F 9–9:50 a.m.

370a Genre Studies

Sections as follows:

Lyric Poetry

A study of the relationship between formal constraints and freedom in lyric poetry from the 16th century to the present. Works by authors such as Louise Labé and J. du Bellay; Marceline Desbordes-Valmore and Gérard de Nerval; some contemporary French poets.

{L/F} 4 credits

James Sacré, M W F 11 a.m.–12:10 p.m.

[Men and Women of Letters]

Readings of autobiographical works, correspondence and fiction by various authors.

{S/F} 4 credits

[Comic Theatre]

A study of laughter and derision, with emphasis on themes and techniques particular to comic stage-writing. {L/F} 4 credits

[The Art and Craft of the Short Story]

A study of a rich and eclectic genre practiced by some of the most original French and Francophone authors. {L/F} 4 credits

380a Contemporary Culture

Topic for 1998–99: French Symbols and Social Categories. We will explore the connections between social class, ethnic origin and French identity in contemporary France, focusing on four specific groups: peasants, workers, bourgeois and immigrants. Some of the questions that we will examine include how people are defined by what they do, what they know, what religion they practice as well as by what they look like. We will read an assortment of novels, essays, oral histories and

scholarly articles. Periodic film screenings. {S/F} 4 credits

Jonathan Gosnell, M W 1:10–2:30 p.m.

389b Senior Colloquium in French Culture

A course for seniors majoring in French studies. Topic for 1998–99: The Year 1913. During what is arguably the most brilliant year in France's modern cultural history, when the cubist painters perplexed a conventionally minded bourgeois and Stravinsky's *Sacre du Printemps* provoked a riot at its first performance at the Ballet Russes, the forces of tradition also faced a sudden surge of writing of astonishing originality. The appearance of these texts set the terms for developments in literature for the rest of the century. Our course will place this cultural conflict in a wider historical context, focusing on texts by Martin du Gard, Barrès, Anna de Noailles, Colette, Alain-Fournier, Claudel, Proust, Larbaud, Cendrars and Apollinaire. {L/F} 4 credits

Lawrence Joseph, T Th 10:30–11:50 a.m.

Seminars

Prerequisite: one course at the 300 level.

391a Topics in Literature

Topic for 1998–99: Emile Zola and the Politics of Self-Representation. The seminar will approach Zola's masterpiece, *Histoire Naturelle et Sociale d'une Famille sous le Second Empire*, from the unusual point of view of the politics of self-representation. Readings will include *Thérèse Raquin*, *La Fortune des Rougon*, *La Faute de l'abbé Mouret*, *Pot-Bouille*, *L'Oeuvre* and *Le Docteur Pascal*. {L/F} 4 credits

Martine Gantrel, T 1–2:50 p.m.

392b Topics in Culture

Topic for 1998–99: Cultural Wars at the Theater. Does theater corrupt society, as J.-J. Rousseau argued, or on the contrary, can it morally reform its audience and society, as Diderot believed? We will study the way authors, critics and the theater itself responded to the debate, from the classical drama of Racine and Molière, the street theater of the Paris fairs, to the influence of the *Comédie italienne* (Marivaux), the new genre of the *drame bourgeois* (Lesage, Diderot, Beaumarchais,

Graffigny), and the liberation of the theater during the Revolution (Maréchal, Olympe de Gouges).

Some film screenings. {L/F} 4 credits

Janie Vanpée, M W 2:40–4 p.m.

404a Special Studies

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments.

4 credits

404b Special Studies

4 credits

Cross-Listed Courses

CLT 272b Women Writing: 20th-Century

Fiction

4 credits

Marilyn Schuster, M W F 11 a.m.–12:10 p.m.

CLT 283a Dada and Surrealism

4 credits

Lawrence Joseph, T Th 10:30–11:50 a.m.

Study Abroad in Paris or Geneva

Advisers: Mary Ellen Birkett—Geneva

James Sacré—Paris

Majors in both French language and literature and French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year, in particular the 300-level courses in language.

Recommendations for study abroad: Normally, students going on Junior Year Abroad to Paris or Geneva should have completed a minimum of four semester-long courses of college French, of which at least one should be taken in the spring semester preceding study abroad. Students should take one of the following: 253, 254, 256, 260, or a course at a higher level.

The Majors

Advisers: Members of the Department.

French Language and Literature

Requirements:

1. The basis for the French language and literature major: 253, 254, or an equivalent accepted by the department;
2. 300a, followed by 385b;
3. a 300-level four-credit course or seminar in French literature, to be taken in the senior year;
4. six additional four-credit courses in French at the 230 level or above (of which four must be in literature).

Majors in French literature must have a minimum of six 300-level courses in French, including 300a and 385b.

Students majoring in French literature must take at least two courses in periods before the 19th century. FRN 253 and above may count toward the period requirement. French literature majors are encouraged to take CLT 300, Contemporary Literary Theory.

French Studies

Requirements:

1. The basis for the French studies major: 253, 254, or an equivalent accepted by the department;
2. 300a, followed by 385b;
3. 389, a course for majors in French studies, to be taken in the senior year;
4. six additional four-credit courses in French at the 230 level or above (of which two may be chosen from the French department, or from appropriate offerings in other departments).

Majors in French studies must have a minimum of five 300-level courses in French, including 300a, 385b and 389b.

Students majoring in French studies must take at least two courses in periods before the 19th century. FRN 253 and above may count toward the period requirement.

Honors

Director: Lawrence Joseph (first semester); Janie Vanpée (second semester).

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. A one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second semester of the senior year, the candidate will take an oral examination based on her thesis and the field in which it was written. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

Graduate

Adviser: Ann Leone.

559a The Teaching of French

Practical exercises in foreign language teaching supported by exposure to past and current theories of second language acquisition. Topics include teaching for cultural understanding; planning instruction for the development of speaking, listening, writing and reading skills; how to establish objectives; how to present, personalize and review material; the accuracy issue; formats for proficiency-oriented classroom testing. Open to students preparing for teacher certification. **{F}**
4 credits

Members of the Department, to be arranged

580a Advanced Studies

Arranged in consultation with the department.
4 credits

580b Advanced Studies

4 credits

580d Advanced Studies

8 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Geology

Professors

H. Robert Burger, Ph.D., *Chair*
 H. Allen Curran, Ph.D.
 Brian White, Ph.D.
 John B. Brady, Ph.D.
 †Robert M. Newton, Ph.D.

Assistant Professor

Bosiljka Glumac, Ph.D.

Lecturers

Ann Moss Burger, M.A.
 Amy Larson Rhodes, Ph.D.

Laboratory Instructors

Lisa D. Oxboel
 Neil E. Tibert

Research Associates

M. Darby Dyar, Ph.D.
 Casey Ravenhurst, Ph.D.

Research Assistant

Ann Pufall

[Courses in brackets will not be offered during the current year.]

Students contemplating a major in geology should elect 111a or b, 108b, or 121a and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

105a Natural Disasters: Understanding and Coping

An analysis of earthquakes, floods, hurricanes, volcanic eruptions, landslides and tornadoes. Topics include the current status of predicting disasters, how to minimize their impact, public policy issues, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend. Intended for nonscience majors. {N} 4 credits

Robert Burger, M W F 2:40–3:40 p.m.

108b Oceanography

An introduction to the global marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, and pollution and exploitation of the oceans by humans. One field trip to the Massachusetts coast and one optional oceanographic training cruise. {N} WI 4 credits

Allen Curran, M W F 9–9:50 a.m.

Lab sections as follows:

M 1:10–4 p.m.

T 1–3:50 p.m.

W 1:10–4 p.m. WI

Th 1–3:50 p.m. WI

109b The Environment

A study of the interrelationships between various elements of the earth's environment and human activity. Topics include effects of acid rain, groundwater and surface water pollution, global climate change, geologic hazards and land-use planning.

{N} 4 credits

Amy Rhodes, T Th 10:30–11:50 a.m.

111a Introduction to Earth Processes and History

An exploration of the new concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages and dinosaur habitats. {N} 4 credits

Amy Rhodes, M W F 10–10:50 a.m.

Lab sections as follows:

M 1:10–4 p.m.

T 1–3:50 p.m.

Th 1–3:50 p.m.

111b Introduction to Earth Processes and History

A repetition of 111a. {N} 4 credits

Bosiljka Glumac, M W F 11 a.m.–12:10 p.m.

Lab sections as follows:

M 1:10–4 p.m.

Th 1–3:50 p.m.

121a Geology in the Field

Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history by careful examination of clues in the field. Class meetings will take place principally outdoors (weather permitting) at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. Enrollment limited to 14. {N} WI 4 credits

John Brady, T 1–4:50 p.m.

221a Mineralogy

A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 111a or b, 108b, or 121a. {N} 4 credits

John Brady, T Th 9–10:20 a.m.

Lab Th 1:10–4 p.m.

222b Petrology

An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221a. {N} 4 credits

John Brady, T Th 9–10:20 a.m.

Lab Th 1:10–4 p.m.

231a Invertebrate Paleontology and Paleocology

A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and biostratigraphic importance. Special topics include speciation, functional adaptations,

paleoenvironments, consideration of the earliest forms of life, and the record of extinctions. Weekend field trip to New York State. Prerequisite: 111a or b, 108b, or 121a; open without prerequisite to majors in biological sciences. {N} 4 credits

Allen Curran, M W F 11 a.m.–12:10 p.m.

Lab W 1:10–4 p.m.

232a Sedimentology

The study and interpretation of sedimentary environments, processes and products. Field and laboratory analyses focus on the formation, transport and deposition of sediment, and on the characteristics and origin of sedimentary rocks. Modern sedimentary environments and their ancient analogues, preserved in the sedimentary rock record, are discussed in lectures and examined during weekend field trips. Prerequisites: 111a or b, 108b, or 121a. {N} 4 credits

Bosiljka Glumac, T Th 10:30–11:50 a.m.

Lab T 1–3:50 p.m.

235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis

An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes, and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E) {N} 1 credit

John Brady, *Richard Briggs (Biology)*, to be arranged

241b Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis.

Weekend field trip to Connecticut and New York State. Prerequisite: 111a or b, or 121a, or any 200-level geology course. {N} 4 credits

Robert Burger, M W F 9–9:50 a.m.

Lab T 1–4 p.m.

[246b Geology of Death Valley]

This field-oriented course will examine the diverse

geology of Death Valley including its geomorphological evolution and its structural and volcanic history. Special attention will be directed to those processes currently modifying Death Valley's landscape. Each student will be involved in an independent study project selected from: neotectonics, recent volcanic activity, or currently active geomorphologic processes. Prerequisites: 111a or 111b or equivalent and permission of the instructor. Enrollment limited to 16. To be offered in 2000–2001. {N} 4 credits

Robert Burger

[251b Geomorphology]

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111a or b, 108b, or 121a. To be offered in 1999–2000. {N} 4 credits

Robert Newton

[270j Carbonate Systems and Coral Reefs of the Bahamas]

A field-oriented course to examine in detail the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geology course and permission of the instructors. Enrollment limited to 16. Offered in alternate years. To be offered in 1999–2000. {N} 3 credits

Allen Curran, Brian White, to be arranged

[301a Aqueous Geochemistry]

The study of geochemical reactions that result from the interaction of natural waters with geological materials. Emphasis will be on the processes that govern transportation of metals in surface waters, such as rivers and streams, and hydrothermal fluids associated with ore deposit formation. Principles to be covered include alkalinity and pH, equilibrium thermodynamics, mineral solubility, metal complexation, redox reactions, and stable isotope geochemistry. The laboratory will include

field trips to local watersheds and an abandoned mine. Prerequisites: 221a or permission of the instructor; CHM 111a or the equivalent strongly recommended; CHM 224b or the equivalent suggested. To be offered in 1999–2000. {N} 4 credits

Amy Rhodes

PPL 303b Seminar in Public Policy for Marine and Coastal Resources

[309a Groundwater Geology]

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development, and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 111a or b, or 121a, and MTH 111a or b. Enrollment limited to 14. To be offered in 1999–2000. {N} 4 credits

Robert Newton

311a Environmental Geophysics

Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity and magnetics. Extensive fieldwork including delineating aquifer geometries, determining buried landfill boundaries, and mapping leachate plumes. Prerequisites: two geology courses at the intermediate level and MTH 111a or b. Enrollment limited to 12. {N} 4 credits

Robert Burger, M W F 9–9:50 a.m.

Lab T 1–4:50 p.m.

355b Geology Senior Seminar

Topic for 1998–99: Environmental Evolution. Earth's environment from Archean times to the present: the planetary impact of the origin and evolution of life. Microbial communities, metabolic and cell evolution. International faculty accessible via the interactive lecture-electrowriter system. Class discussion and presentation. Prerequisites: two 200-level courses in the sciences. {N} 4 credits

Lynn Margulis (UMass), Th 3–4:50 p.m.

361b Tectonics and Earth History

A study of the interactions between global tectonic processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed in the rocks and fos-

sils of planet Earth. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently. **{N}** 4 credits
Bosiljka Glumac, T Th 10:30–11:50 a.m.

400a Advanced Work or Special Problems in Geology

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

2 or 4 credits

Members of the Department

400b Advanced Work or Special Problems in Geology

2 or 4 credits

For additional offerings in geochemistry, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: for the class of 1999, Robert Burger; for the class of 2000, Robert Newton; for the class of 2001, John Brady; for the class of 2002, Bosiljka Glumac.

Adviser for Study Abroad: John Brady.

Basis: 111a or b, or 108b, or 121a.

Requirements: eight semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b and two additional courses at the advanced level (one of which must be 361b). Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

The Minor

Advisers: same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth

processes and history might take 111a or b, 231a, 232a, 251b, 361b and an elective course. A student concerned about environmental and resource issues might take 111a or b, 108b, 109a, 221a, 232a and 309a. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: six semester courses including 111a or b, or 108b, or 121a and a total of no more than three courses at the 100 level.

Honors

Director: Robert Burger.

430d Thesis

8 credits

432d Thesis

12 credits

Basis: 111a or b, or 108b.

Requirements: seven semester courses above the basis and including the following: 221a, 222b, 231a, 232a, 241b, 251b and 361b. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

Field Experiences

The department regularly sponsors a field-based course. Normally the course takes place one year in the Bahamas during Interterm and the following year in Death Valley, California, during spring break. The Bahamas course concentrates on modern and ancient coral reefs and carbonate environments and utilizes the facilities of the Bahamian Field Station on San Salvador Island. The Death Valley course focuses on the currently active structural and geomorphologic processes responsible for Death Valley's present landscape.

The geology department is a member of the Keck Geology Consortium, a group of 12 liberal arts colleges funded by the Keck Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

German Studies

Professors

Hans Rudolf Vaget, Ph.D. (German Studies and Comparative Literature)
Jocelyne Kolb, Ph.D., *Chair*

William Allan Neilson Professor

¹Ruth Klüger

Associate Professors

†Margaret Skiles Zelljadt, Ph.D.
§Gertraud Gutzmann, Ph.D.
Joseph George McVeigh, Ph.D.

Assistant Professor

Cornelius Partsch, Ph.D.

Lecturer

¹Sandra Alfers, M.A.

[Courses in brackets will not be offered during the current year.]

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 100d, 110d, 120 or 220.

Students who plan to major in German literature studies or German culture studies, or who wish to spend the junior year in Hamburg, should take German in the first two years. Courses in European history and in other literatures are also recommended, as is the colloquium, 151, which counts also as a writing-intensive course.

Courses in English

151a Colloquium: Jews in German Culture

What is anti-Semitism? Representations of anti-Semitism and of philo-Semitism in German literature. The importance of the Jewish presence in German culture. Texts by M. Luther, G.E. Lessing, M. Mendelssohn, the Grimm Brothers, H. Heine, Annette von Droste-Hülshoff, R. Wagner, A. Schnitzler, T. Mann, Else Lasker-Schüler, P. Celan and others. **{L} WI** 4 credits

Hans R. Vaget, M W 2:40–4 p.m.

Screening times alternate Fridays 2:40–4 p.m.

227b Topics in German Studies

Topic for 1998–99: America and the Germans.

This course will examine the bilateral influences of German culture in America and American culture in German-speaking lands with a particular focus on the last 150 years. After surveying patterns of German emigration to the United States between the 17th century and the post–World War II period, questions of cultural assimilation, cultural maintenance, ethnic identity among German-Americans, and the changing image of Germany and German-Americans in the American media will be addressed. Also examined will be perceptions of America and American cultural influences in German-speaking lands in the 19th and 20th centuries. Knowledge of German not required.

{L/H} 4 credits

Joseph McVeigh, T Th 1–2:20 p.m.

[230b Topics in German Cinema]

Topic for 1999–2000: Weimar Cinema (1919–33): From *Caligari* to *M*. **{L/H/A}** 4 credits

HST 255a (L) 20th-Century European Thought

Topic for 1998–99: Hitler in the Context of German Culture. What exactly is the place of Adolf Hitler in history? Was he an “accident” or a logical outcome of German history? What can cultural studies contribute to a critical analysis of Hitler?

In what sense is a knowledge of Hitler essential to cultural literacy? What are the sources of his anti-Semitism? What role did the cult of Wagner play in the whole Hitler phenomenon? Aside from some historical studies, we will look at literary and cinematic representations of Hitler by Bertolt Brecht, Thomas Mann, Lion Feuchtwanger, Don DeLillo, George Steiner, Leni Riefenstahl, Charlie Chaplin, H.J. Syberberg and others. **{H}** 4 credits
Hans Vaget and Peter Borowsky (History),
 M W 1:10–2:30 p.m.

281a Stories of Good and Evil

Much of the world is concerned with the philosophical questions "Why and whence evil?" and "What is goodness and its absence?" We will read several works from different periods and national literatures that deal with natural and moral evil and with personal and political responsibility. We will discuss both the ethical implications and the aesthetic value of texts by the following authors: The Book of Job, Plato, Brothers Grimm, Voltaire, Melville, Kleist, Kafka, Thomas Mann, Brecht and Kubrick. **{E}** **{L}** 4 credits
Ruth Klüger, T Th 9–10:20 a.m.

German Language

Credit is not granted for the first semester only of the introductory language course.

100d Elementary German

An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension. Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German. **{F}** 8 credits
Cornelius Partsch, M W F 1:10–2:30 p.m.

110d Accelerated Elementary German

An intensive introduction to spoken and written German. Emphasis in the first semester on development of oral proficiency and a gradual acquisition of skills in reading and writing German. The second semester is devoted equally to reading and

discussion in German of selected short stories by modern German writers and to a review of grammar with additional practice in speaking and writing German. Three semesters' credit. Six class hours. **{F}** 12 credits

Joseph McVeigh, M W F 10–10:50 a.m.,
 T Th 10:30–11:50 a.m.

120a Low Intermediate German

Comprehensive grammar review and vocabulary building. Introduction to contemporary German culture through literary texts with additional practice in speaking, writing and aural comprehension. Prerequisite: permission of the instructor or by placement. **{F}** 4 credits

Sandra Alfes, M W F 11 a.m.–12:10 p.m.

220a High Intermediate German

Emphasis on developing reading skills, progressing to extended, unedited literary and journalistic texts. Discussion of topics in modern German culture and literature. Regular practice in composition. Prerequisite: 110d, 120a, permission of the instructor, or by placement. **{F}** 4 credits

Cornelius Partsch, M W F 11 a.m.–12:10 p.m.

220b High Intermediate German

A repetition of 220a. **{F}** 4 credits

Cornelius Partsch, M W F 11 a.m.–12:10 p.m.

221a Conversation and Composition

Intensive practice of spoken and written German. Weekly assignments in various forms of writing, such as the business and personal letter, vita, diary and essay. Prerequisite: 220, permission of the instructor, or by placement. **{F}** 4 credits

Jocelyne Kolb, M W F 1:10–2:30 p.m.

340a German Language Senior Seminar

An analysis of prose texts from a wide range of fields relating to German studies, geared to the interests of participating students. Practice in writing scholarly and less formal German, with exercises in advanced style, idiom and syntax and with translations from German to English and English to German. **{F}** 4 credits

Hans R. Vaget, M 7:30–9:30 p.m.

German Literature and Culture

225b Flights of Fantasy, Fits of Madness

An introduction to the study of German literature, designed to develop skills in oral expression, expository writing and the fundamentals of literary analysis. In this course we will closely read texts both entertaining and threatening that deal with aberrations of the human mind. Works by Tieck, Hoffmann, Droste-Hülshoff, Gotthelf, Freud, Kafka and others will provide the basis for discussions. Prerequisite: 221 or permission of the instructor. {F} 4 credits

Cornelius Partsch, T Th 9–10:20 a.m.

226a The Culture of Cities: Berlin, Vienna, Munich 1820s–1920s

Berlin, Vienna and Munich as sites of modern culture: the importance of the salon, the *Kaffeehaus*, the theater and the university for the work of Hoffmann, Heine, Fontane, C.M. von Weber, Schinkel in Berlin; Schnitzler, Hofmannsthal, Freud, Mahler, Klimt in Vienna; Thomas Mann, Stefan George, Richard Strauss, Kandinsky in Munich. Prerequisite: 221 or permission of the instructor. {F/L} 4 credits

Jocelyne Kolb, M W 2:40–4 p.m.

326a Narratives of the Nation, 1806–1990: Literature, Philosophy, Music, Cinema

Students will investigate a variety of texts in which nationhood is the subject or the impetus and consider how writers, philosophers, composers and filmmakers have helped to shape, and to challenge, the idea of a German nation during the last 200 years. Texts by Kleist, Fichte, Heine, Wagner, Nietzsche, Thomas Mann, Riefenstahl, Harlan, Böll, Christa Wolf, Grass, Martin Walser. Prerequisite: 226 or permission of the instructor. {L/F} 4 credits

Joseph McVeigh, T Th 1–2:20 p.m.

[332b The Age of Goethe]

The course will concentrate alternately on Aufklärung, Sturm und Drang, and Weimarer Klassik. {L/F} 4 credits

334b The 19th Century: Romanticism and Realism

Topic for 1998–99: Romanticism. The development of the literary Romantic movement; the figure of the artist; the role of women; the discovery of “folk” poetry; the emergence of nationalism. Representative works by authors such as Novalis, Friedrich Schlegel, Tieck, Hölderlin, Kleist, Karoline von Günderode, E.T.A. Hoffmann, Eichendorff. {L/F} 4 credits

Hans R. Vaget, M W 2:40–4 p.m.

[336a The 20th Century: Modernism, Anti-Modernism, Post-Modernism]

{L/F} 4 credits

351b German Studies Senior Seminar

Topic for 1998–99: Fontane's Berlin Novels. The Berlin novels of Theodor Fontane (1819–98) will provide the focus, along with some of his autobiographical and critical writings, for questions like the following: In what sense is Fontane a “realist”? How and why does history play a crucial role in his novels? Why are so many of his protagonists women? How do his novels translate into film? What accounts for his reputation inside and outside of Germany? {L/F} 4 credits

Jocelyne Kolb, T 1–2:50 p.m.

404a Special Studies

Arranged in consultation with the department. Admission for senior majors by permission of the department. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

Cross-Listed Courses

CLT 251b Portraits of the Artist

Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Mörike, Wagner, Ibsen, Thomas Mann, Kafka, Shaffer, Osborne and others. {L/A} 4 credits

Hans R. Vaget, M W 1:10–2:30 p.m.

[CLT 259a Realism]

[FLS 231b Major Directors]

CLT 296b Enlightenment: Reason, Revolution and the Modern

This course will concentrate on certain genres (satire, the novel, drama, opera and the essay) in order to determine how they reflect the philosophy and ferment of the century that culminated in the Revolution of 1789. How is that revolution presaged in the works of Swift, Fielding, Voltaire, Rousseau, Diderot, Lessing, Charrière, Beaumarchais and Mozart? How do these artists represent and contribute to the intellectual, social, religious and aesthetic turmoil of their century, and to what extent are their ideas the source and stimulus for what we call modern? We will begin by reading the Prospectus to Diderot's *Encyclopédie*, conclude by reading the Declaration of Independence, and supplement our reading with a viewing of several films. {L} 4 credits
Jocelyne Kolb, M W 2:40–4 p.m.

[MUS 271b Richard Wagner Pro and Contra]

{A} 4 credits

Peter Bloom (*Music*) and Hans R. Vaget
(*German Studies*)

Courses Offered on the Junior Year Abroad Program in Hamburg

A description of courses offered on the Junior Year Abroad Program in Hamburg is available in the German studies department office.

The Major

Advisers: for the class of 1999 and 2000, Jocelyne Kolb; for the class of 2001, Joseph McVeigh.

Adviser for Study Abroad: Joseph McVeigh.

The Department of German Studies offers two tracks within the major: German Literature Studies and German Culture Studies, with the following requirements:

Majors in both German Literature Studies and German Culture Studies who spend the year in Hamburg will be able to fulfill certain of the requirements during that year. Normally, students going on the Junior Year Abroad to Hamburg should have completed a minimum of four semesters of college German.

German Literature Studies

This track requires 10 courses above the basis of 220 or the equivalent. The 10 courses must include:

- *each of three:* 221, 225, 226 (225 and 226 may be taken on the Junior Year in Hamburg as 280H or 290H);
- *one of:* 227, [230], 281, CLT 251b, [CLT 259a], [CLT 261], CLT 296b, 280H, 290H, 300H;
- *each of six:* 326, [332], 334, [336], 340, 351 (326, 340 and 351 must be taken at Smith; others may be taken on the Junior Year in Hamburg).

German Culture Studies

This track requires 10 courses above the basis of 220 or the equivalent. Two of the 10 courses must be taken outside the Department of German Studies and should contain a substantial component focusing on German culture and society. The two courses need not be from the same department, but must be approved by the major adviser in the Department of German Studies prior to enrollment in the course. The 10 courses must include:

- *each of three:* 221, 225, 226 (225 and 226 may be taken on the Junior Year in Hamburg as 280H or 290H);
- *one of:* 227, [230], CLT 251b, [CLT 259a], [CLT 261], CLT 296b;
- *one of:* [332], 334, [336] (may be taken on the Junior Year in Hamburg);
- *each of:* 326, 340, 351 (all three must be taken at Smith);
- *two courses* above the 100 level from outside the Department of German Studies, provided they have a substantial German component and are approved by the department's major adviser prior to enrollment in the course. May be taken on the Junior Year in Hamburg and include 280H, 290H, 300H.

The Minor

Advisers: for the class of 1999 and 2000, Jocelyne Kolb; for the class of 2001, Joseph McVeigh.

German Literature Studies

The minor in German Literature Studies requires six courses above the basis of 220 or the equivalent. The six courses must include:

- *two of:* 225; 221 or 226 (225 or 226 may be taken on the Junior Year in Hamburg as 280H or 290H);
- *three of:* 326, [332], 334, [336], 340, 351 (326, 340 and 351 must be taken at Smith; others may be taken on the Junior Year in Hamburg);
- *one of:* 227, [230], CLT 251b, [CLT 259a], [CLT 261], CLT 296b, 300H.

German Culture Studies

The minor in German Culture Studies requires six courses above the basis of 220 or the equivalent. One of the six courses must be taken outside the Department of German Studies and should contain a substantial component focusing on German culture and society. The outside course must be

above the 100 level and must be approved by the minor adviser of the Department of German Studies prior to enrollment in the course. The six courses must include:

- *one of:* 221 or 225 (225 may be taken on the Junior Year in Hamburg as 280H or 290H);
- *each of:* 226, 326 (326 must be taken at Smith);
- *one of:* [332], 334, [336], 340, 351 (340 and 351 must be taken at Smith; others may be taken on the Junior Year in Hamburg);
- *one of:* 227, [230], CLT 251b, [CLT 259a], [CLT 261], CLT 296b;
- *one course* from outside the Department of German Studies, provided it has a substantial German component, is above the 100 level, and is approved by the department's minor adviser. May include 280H, 290H, 300H.

Honors

Director: Hans Vaegt.

430d Thesis
8 credits

Requirements: the same as for the major.

Government

Professors

**Donald Leonard Robinson, M.Div., Ph.D., *Chair*

Susan C. Bourque, Ph.D.

†Steven Martin Goldstein, Ph.D.

Donna Robinson Divine, Ph.D., *Acting Chair*
(second semester)

†Martha A. Ackelsberg, Ph.D. (Government and
Women's Studies)

Donald C. Baumer, Ph.D.

**Walter Morris-Hale, Ph.D.

*Dennis Yasutomo, Ph.D.

Associate Professors

Patrick Coby, Ph.D.

§Howard Gold, Ph.D.

Velma E. Garcia, Ph.D.

Adjunct Associate Professor

¹Robert Hauck, Ph.D.

Assistant Professors

Gregory White, Ph.D.

Mary Geske, Ph.D.

Alice L. Hearst, J.D., Ph.D.

Karen Alter, Ph.D.

Gary Lehring, Ph.D.

Marc Lendler, Ph.D.

Ronald Schmidt, Jr., Ph.D.

Instructor

Stephen D. Minicucci, M.A.

Gwendolen M. Carter Lecturer in African Politics

Scott D. Taylor, M.A.

Lecturers

²Rachel Roth, Ph.D.

²Peter Niles Rowe, Ph.D.

Senior Laboratory Instructor

Molly Jahnige Robinson, M.A.

[Courses in brackets will not be offered during the current year.]

For first-year students in their first semester, admission to 200-level courses is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

100d Introduction to Political Thinking

Government 100d is open to all students. Students considering a government major are encouraged to take GOV 100 in their first or second year.

First semester: a study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, authority, freedom, equality and democracy. Two lectures and one discussion. This is a full-year course. One discussion section is designated as Writing Intensive (WI). {S} 8 credits

Patrick Coby and Members of the Department

Lecture T Th 11–11:50 a.m.

Discussion sections as follows:

Th 1–1:50 p.m.

Th 2–2:50 p.m. **WI**

Th 4:30–5:20 p.m. (in a residential house)

F 9–9:50 a.m.

F 10–10:50 a.m.

F 11–11:50 a.m.

F 1:10–2 p.m.

Second semester: a study of the ideas underlying the social sciences and the criticisms and challenges mounted by Third World scholars and feminists. Students will explore diverse approaches to relationships of domination and subordination and a variety of perspectives on social and political change.

Donna Robinson Divine and Members of the Department

Lecture T Th 11–11:50 a.m.

Discussion sections as follows:

Th 1–1:50 p.m.

Th 2–2:50 p.m. **WI**

Th 4:30–5:20 p.m. (in a residential house)

F 9–9:50 a.m.

F 10–10:50 a.m.

F 11–11:50 a.m.

F 1:10–2 p.m.

190b Introduction to Statistics for Political Scientists

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. Applications and readings will draw on data from American politics, comparative politics and international relations. **{S/M}** 4 credits

Molly Robinson, M W 10–10:50 a.m.

Lab sections as follows:

Th 1–2:50 p.m.

Th 3–4:50 p.m.

American Government

200b American Government

A study of the politics and governance in the United States. Special emphasis is placed on the major institutions of American government and on political behavior. This course will include a series of multimedia demonstrations and exercises. **{S}** 4 credits

Marc Lendler, T Th 10:30–11:50 a.m.

201a American Constitutional Interpretation

The study of Supreme Court decisions, documents and other writings dealing with constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Suggested preparation: GOV 200 or permission of the instructor. Not open to first-year students. **{S}** 4 credits

Alice Hearst, M W F 10–10:50 a.m.

202b American Constitutional Law: The Bill of Rights and the Fourteenth Amendment

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Not open to first-year students. **{S}** 4 credits

Alice Hearst, T Th 10:30–11:50 a.m.

204a Urban Politics

The growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. Focus on the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. **{S}** 4 credits

Ronald Schmidt, T Th 10:30–11:50 a.m.

[205b Political Participation]

An examination of the place of participation in democratic theory serves as background to a discussion of political participation in advanced industrial societies, particularly the United States. Of particular concern: the impact of restricting or expanding participation on individuals and groups and on the political system as a whole. To be offered in 1999–2000. **{S}** 4 credits

Martha Ackelsberg

206b The American Presidency

An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. **{S}** 4 credits

Marc Lendler, M W 1:10–2:30 p.m.

[207a Politics of Public Policy]

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. **{S}** 4 credits

208a Elections in the Political Order

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and congressional elections. Students conduct election simulation. {S} 4 credits

Marc Lendler, M W 1:10–2:30 p.m.

209a Congress and the Legislative Process

An analysis of the legislative process in the United States focused on the contemporary role of Congress in the policy-making process. In addition to examining the structure and operation of Congress, we will explore the tension inherent in the design of Congress as the maker of public policy for the entire country while somehow simultaneously representing the diverse and often conflicting interests of citizens from 50 different states and 435 separate congressional districts. {S} 4 credits

Stephen Minicucci, T Th 9–10:20 a.m.

[210a Public Opinion and Mass Media in the United States]

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences, and politics. To be offered in 1999–2000.

{S} 4 credits

Howard Gold

216b Minority Politics

An examination of political issues facing the minority communities of American society. Topics include electoral politics, social movements and gender and class issues. {S} 4 credits

Ronald Schmidt, T Th 10:30–11:50 a.m.

PPL 254b Agricultural and Public Policy in the United States

4 credits

304a Seminar in American Government

Topic for 1998–99: Parties and American Political Development. An examination of the historical development of American political parties. Topics include the invention of mass-based parties and the transformation of the New Deal, the dynamics of realignment, the role of third parties in America, one-party factionalism in the South, and the place of the parties in 20th-century American politics. Lessons learned from historical and theoretical investigations will be applied to the problems faced by parties today. Subject to the approval of the Committee on Academic Priorities.

{S} 4 credits

Stephen Minicucci, T 3–4:50 p.m.

305a Seminar in American Government

Topic for 1998–99: Law, Family and State. Explores the status of the family in American political life, and its role as a mediating structure between the individual and the state. Emphasis will be placed on the role of the courts in articulating the rights of the family and its members. Permission of the instructor is required. {S} 4 credits

Alice Hearst, T 3–4:50 p.m.

306a Seminar in American Government

Topic for 1998–99: American Political Belief Systems. This course will investigate the ways in which Americans understand and interpret the political world. It will cover public opinion, the structure of political thinking, the interpretation of widely shared political symbols, and the particularity of American political culture. It will look at a variety of means of determining what the public thinks, but statistics is not a prerequisite. {S} 4 credits

Marc Lendler, T 3–4:50 p.m.

307b Seminar in American Government

Topic for 1998–99: Latinos and Politics in the United States. An examination of the role of Latinos in society and politics in the United States. Issues to be analyzed include immigration, education, electoral politics and gender. {S} 4 credits

Ronald Schmidt, T 3–4:50 p.m.

308a Seminar in American Government

Topic for 1998–99: Conversations in the Oval Office (Kennedy, Johnson and Nixon) {S} 4 credits

Donald Robinson, T 1–2:50 p.m.

309a Seminar in American Government

Topic for 1998–99: Political Identity and Race. Is a unified political identity necessary for racial and ethnic minorities in a representative system of government? How are these political identities created and maintained? Emphasis on questions of political empowerment as seen in case studies in autobiographical texts, demographic and statistical data, and theoretical works. Attention will focus on African-American, Latino, Asian-American and Native American experiences. **{S}** 4 credits
Ronald Schmidt, T 3–4:40 p.m.

310b Seminar in American Government

Topic for 1998–99: Native Americans in American Law and Politics. This course examines the position of Native Americans in American legal and political thought, explores and critiques how the law has defined Native Americans, and inquires into the kind of “space” that has been generated for Native Americans in that process. Materials for the course are drawn from both historical and contemporary sources, and have been written both by and about Native Americans. **{S}** 4 credits
Alice Hearst, T 3–4:50 p.m.

[311b Seminar in Urban Politics]

{S} 4 credits

312b Seminar in American Government

Topic for 1998–99: American Citizenship. The evolution of American citizenship in theory and practice. Conflicting public philosophies alternatively emphasize personal liberty or community self-governance. We look to political writers to define these models in theory and to the historical record for an evaluation of actual American practice. Focus is on the status of immigrants, African Americans, women and other challenges to traditional notions. **{S}** 4 credits
Stephen Minicucci, T 3–4:50 p.m.

411a Seminar in American Government

Policy-making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C. 4 credits
Robert Hauck

412a Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program. 8 credits
Gregory White

413a Seminar: The Art and Craft of Political Science Research

This seminar is designed to provide students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students will be introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar's more specific goal is to help students understand the process of planning, organizing and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. (E) **{S}** 2 credits
Robert J.P. Hauck
 Two hours a week for the first seven weeks of the semester

Comparative Government

[221b The Politics of Western Europe]

This course uses European cases to analyze two fundamental challenges of liberal democracy: maintaining political stability and promoting economic prosperity. The influence of European integration and global economic pressures on European politics will also be examined. There is a focus on Britain, France, Italy and Germany. To be offered in 1999–2000. **{S}** 4 credits
Karen Alter

[222a The Politics of Eastern Europe]

An examination of East European politics since 1945. **{S}** 4 credits

[223a Government and Politics of the Soviet Union and Its Successor States]

An examination of the revolutionary origins, development and dissolution of the Soviet state followed by a discussion of the issues confronting the successor states. To be offered in 1999–2000. **{S}** 4 credits
Steven Goldstein

[224b Government and Politics of the Middle East and North Africa]

The traditional Islamic political system. The transformation of that system into modern nation-states under the impact of Westernization, nationalist ideologies and economic forces. Issues to be addressed include the role of oil, water and labor; religious fundamentalism, regional conflicts and terrorism. To be offered in 1999–2000. {S} 4 credits

Donna Robinson Divine

225a The Founding of Constitutional Systems

An analysis of constitutional foundations in newly independent and conquered nations. The American case is compared with Japan, Germany and selected nations in Eastern Europe and the Third World. {S} 4 credits

Donald Robinson, M W F 2:40–4 p.m.

226b Latin American Political Systems

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues will be covered. {S} 4 credits

Susan C. Bourque, T Th 9–10:20 a.m.

227a Government and Politics of Sub-Saharan Africa

Africa's political and economic landscape has changed dramatically, yet in many respects the countries of Africa remain politically fragile and economically underdeveloped. What factors contribute to this phenomenon? The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and will introduce students to various theoretical and analytical approaches to the study of Africa's political development. Central themes will be the ongoing efforts of democratization and the political implications of Africa's continuing economic problems and social conflicts. {S} 4 credits

Scott Taylor, T Th 9–10:20 a.m.

228b Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal

political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} 4 credits
Dennis Yasutomo, T Th 9–10:20 a.m.

229a Government and Politics of Israel

A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. {S} 4 credits
Donna Robinson Divine, T Th 10:30–11:50 a.m.

[230b Government and Politics of China]

Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power. To be offered in 1999–2000. {S} 4 credits

Steven Goldstein

231a Government and Plural Societies

A study of political problems resulting from the existence of ethnic, religious and linguistic minorities in modern states. Political and constitutional status, protection and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria and Switzerland, and countries chosen by the students for their research projects. {S} 4 credits

Walter Morris-Hale, T Th 10:30–11:50 a.m.

232b Southern African Politics

Focusing primarily on domestic and regional politics of South Africa, Botswana, Zambia and Zimbabwe, this course will explore the performance and prospects for regional political and economic development in comparative perspective. {S} 4 credits

Scott Taylor, M W F 2:40–4 p.m.

[233b Problems in Political Development]

Social change and political development in the Third World. Topics to be examined include regime types as well as the politics of industrialization, gender and the environment. To be offered in 1999–2000. {S} 4 credits

[234b Nationalism and Ethnic Conflict]

The theory and practice of nationalism in a comparative perspective. Among the cases to be examined will be those of East/Central Europe, Ireland, Canada, Spain, Israel and South Africa. (E) {S} 4 credits

[321b Seminar in Comparative Government]

Topic: Power and Politics in Africa: The Female Factor, a Glimpse into the Totality of Nation-Building from the Female Perspective. Permission of the instructor required. To be offered in 1999–2000. {S} 4 credits
Walter Morris-Hale

322a Seminar in Comparative Government

Topic for 1998–99: Gender, Education and Democracy in Latin America. {S} 4 credits
Susan C. Bourque, T 1–2:50 p.m.

[323b Seminar in Comparative Government]

Topic: The Post-Communist Era in Eastern Europe. {S} 4 credits

[324a Seminar in Comparative Government]

Topic: Transitions to Democracy. A comparative study, including cases in Eastern Europe, Latin America and Africa. {S} 4 credits

325a Seminar in Comparative Government

Topic for 1998–99: Politics and Business in Developing Nations. An examination of the role of the private sector in development, the interaction of businesspeople and business organizations with the state, and their implications for democracy and economic development with reference to Africa, South East Asia and Latin America. {S} 4 credits
Scott Taylor, Th 1–2:50 p.m.

[333b Seminar: The Politics of Capitalism]

Marxist and liberal analyses of the state and political power in advanced capitalist societies; emphasis on the relationship of capitalism to democracy, contemporary theories of imperialism, and alternatives to capitalism. {S} 4 credits

International Relations

241a or b is suggested preparation for all other courses in this field.

241a International Politics

An introduction to the theoretical and empirical analysis of states in the international system. Emphasis is given to the role of international institutions, the influence of the world economy on international relations, and the increasing prominence of global issues such as the environment, human rights and humanitarian aid. {S} 4 credits
Karen Alter, T Th 10:30–11:50 a.m.

241b International Politics

A repetition of 241a. {S} 4 credits
Gregory White, T Th 9–10:20 a.m.

242b The Politics of International Economic Relations

An examination of the assumptions and logics of the neo-liberal, economic nationalist, neo-Marxian and feminist perspectives for understanding the post–World War II international political economy. Attention is devoted to free trade, the role of global economic institutions, the status of American hegemony, and the implications of the post-1989 “New World Order” for the former Third World. Prerequisite: 241 or permission of the instructor. {S} 4 credits
Mary Geske, M W F 11 a.m.–12:10 p.m.

243b International Law

A case method course to examine the functions of law in reducing the chaos of the new world disorder. How new international norms are established in an evolving political and social order and how national courts incorporate these rules into public policies. Cases will address such questions as when force may be used by the U.N. or by states, when can outsiders intervene in internal civil strife, how does the new Law of the Sea redistribute marine resources, how are aliens and their property protected in the global market, how are human rights protected by the international community, and how is the global environment preserved? Not open to first-year students. {S} 4 credits
Peter Rowe, T Th 10:30–11:50 a.m.

244b Foreign Policy of the United States

The term "the national interest" frequently is invoked to explain the importance of a particular U.S. foreign policy issue. Through examination of the foreign policy process and U.S. foreign policy instruments, this course explores alternative understandings of U.S. foreign policy and, ultimately, "the national interest." Prerequisite: 241 or permission of the instructor. **{S}** 4 credits
Mary Geske, W F 1:10–2:30 p.m.

248b The Arab-Israeli Dispute

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism and violence unleashed by the dispute. **{S}** 4 credits
Donna Robinson Divine, T Th 9–10:20 a.m.

[251b Problems of International Security]
{S} 4 credits

254a Politics of the Global Environment

An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. **{S}** 4 credits
Gregory White, M W F 10–10:50 a.m.

[EAS 275b Colloquium: Japan–United States Relations]

341a Seminar in International Politics

Topic for 1998–99: Gender and Global Politics. This seminar considers the role gender plays in the study and practice of global politics. Our attention will be focused on the following questions: (1) Are dominant approaches to understanding international politics gendered? (2) Are current

practices of international politics gendered? (3) Are women uniquely affected by and affecting global politics? In seeking to address these questions we will examine a variety of issues including armed conflict, the global economy and population. Prerequisite: 241 or course work in either feminist theory or women's studies or permission of the instructor. **{S}** 4 credits
Mary Geske, Th 1–2:50 p.m.

[342a Seminar in American Government and International Politics]

Studies in U.S. Foreign Policy: Congress vs. the President. Discussion of student reports and papers on a variety of American foreign policy issues in the post–Cold War era, such as the new definition of the national interest, the meaning of national security, and the constitutional responsibilities of the Congress and the President in the struggles for control over policies. **{S}** 4 credits

[343b Seminar in International Politics]
{S} 4 credits

[344a Seminar on Foreign Policy of the Chinese People's Republic]

The development and formulation of China's foreign policy, its ideological basis and the instruments of its implementation. Particular attention will be paid to post-Mao China. To be offered in 1999–2000. **{S}** 4 credits
Steven Goldstein

345a Seminar in International Politics

Topic for 1998–99: South Africa in World Politics. The impact of South African policies on African states and on the world community. Permission of the instructor required. **{S}** 4 credits
Walter Morris-Hale, T 1–2:50 p.m.

[346a Seminar in International Politics]

Topic: International Organizations and National Politics. Why do international organizations exist? What role do they play in international politics? Whose interest do they serve? Can international organizations influence national policy? This seminar will examine the tools and mechanisms international organizations have to address national and international political issues such as human rights, environmental degradation, nuclear proliferation.

eration, international trade, equality of women, and economic development. Students will select an international issue to examine in depth in a seminar paper. Prerequisite: GOV 241, a course in comparative politics and permission of the instructor. **{S}** 4 credits

Karen Alter

[346b Seminar in International Politics]

Topic: Advanced Seminar in International Law. There is a new optimism among international legal scholars and political scientists that international law can become more effective in shaping the behavior of states, and in resolving disputes between states. This seminar examines the basis for this new optimism, asking: When and why do states comply with international legal obligations? Can an international rule of law ever really work? How can international legal mechanisms be made more effective? Prerequisite: GOV 241 and permission of the instructor. This course complements GOV 243, although 243 is not a prerequisite. **{S}** 4 credits

Karen Alter

347b Seminar in International Politics

Topic for 1998–99: The 1991 Persian Gulf War. This research seminar examines the 1991 Persian Gulf War as a pivotal event in the post–Cold War era. Particular attention is devoted to (1) the politics of oil, (2) the interaction between regional and systemic dynamics, and (3) the clash between the two principal antagonists, Iraq and the United States. Emphasis is on the usefulness of a wide range of analytic frameworks available for understanding the Gulf War: liberalism, nationalism, neo-Marxism, feminism and post-modernism. Prerequisites: GOV 241 and 242, 243, or 244. **{S}** 4 credits

Gregory White, T 3–4:50 p.m.

348b Seminar in International Politics

Topic for 1998–99: Conflict and Cooperation in Asia. The seminar will identify and analyze the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course will conclude by evaluating prospects for current efforts to create a new “Asia Pacific Community.” Permission of the instructor is required. **{S}** 4 credits

Dennis Yasutomo, T 1–2:50 p.m.

[349b Seminar in International Relations and Comparative Politics]

Topic: The Political Economy of the Newly Industrializing Countries of Asia. An examination of the post-war development of Hong Kong, South Korea, Singapore and Taiwan. To be offered in 1999–2000. **{S}** 4 credits

Steven Goldstein

[350a Seminar in Comparative Government and International Relations]

4 credits

[351b Seminar in Comparative Government and International Relations: Foreign Policy of Japan] The socio-cultural, political and economic foundations of Japanese foreign policy. Emphasis on the post–World War II period and the search for a global role. Permission of the instructor is required. To be offered in 1999–2000. **{S}** 4 credits

Dennis Yasutomo

[352a Seminar in Comparative Government and International Relations]

Topic: International Development Policy. An examination of the dilemmas of development policy choices, with special emphasis on the experiences of international institutions such as the World Bank and the International Monetary Fund. Substantive topics include the design and implementation of projects to alleviate poverty and inequality among the rural and urban poor; the political economy of stabilization and liberalization programs in debtor states. **{S}** 4 credits

Political Theory

261a Ancient and Medieval Political Theory

An examination of the classical polis and the Christian commonwealth as alternatives to the nation-state of the modern world. Topics considered include the moral effects of war and faction, the meaning of justice, citizenship and natural law, the relation of politics and philosophy, and the contest between secular and sacred authority. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas and Marsilius. Emphasis on the ancients. **{S}** 4 credits

To be announced, to be arranged

262b Early Modern Political Theory, 1500–1800

An analytical and critical consideration of major theorists and concepts beginning with Machiavelli, including such topics as political power and political right; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism and the question of people's capacity to create and control political systems. **{S}** 4 credits
Patrick Coby, M W F 11 a.m.–12:10 p.m.

263a Political Theory of the 19th and 20th Centuries

A study of the major liberal and radical political theories of the 19th and early 20th centuries, with emphasis on the writings of Hegel, Marx, Tocqueville, Weber, Nietzsche and Foucault. Not open to first-year students. **{S}** 4 credits
Gary Lebring, T Th 10:30–11:50 a.m.

[264b Problems in Democratic Thought]
What is democracy? A reading of Rousseau's *Social Contract* introduces the following issues to be explored in relation to the ideal of democratic self-government: pluralism, participation, majority rule vs. minority rights, and equality. Selected readings from liberal, radical, democratic, Marxian and feminist political thought. Not open to first-year students. **{S}** 4 credits

266b Politics of Gender and Sexuality

An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We will focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. Prerequisite: completion of GOV 100, or course work in either feminist theory or women's studies, or permission of the instructor. Formerly numbered 211. **{S}** 4 credits
Gary Lebring, T Th 9–10:20 a.m.

361b Seminar in American Political Thought

Topic for 1998–99: American Political Thought from the Revolution to the Civil War. Of central importance are the intellectual sources of the American regime, the institution of constitutional

democracy, the problematic relationship of liberty and equality, and the struggle over slavery and states' rights. **{S}** 4 credits
Patrick Coby, T 1–2:50 p.m.

[362b Seminar in Political Theory]
{S} 4 credits

364b Seminar in Political Theory

Topic for 1998–99: Feminist Theory. An examination of feminism as a force in politics, with special attention to contestation over the meaning of feminism among feminist thinkers and in the broader public. Readings from Mary Wollstonecraft to Katha Pollitt. Prerequisites: previous course work in political theory or women's studies. **{S}** 4 credits
Rachel Roth, M 7:30–9:30 p.m.

366a Seminar in Political Theory

Topic for 1998–99: The Body Politic: Politics of the Body. This seminar examines the contemporary politicization of human bodies, focusing on the way bodies have become represented, imagined, dispersed, monitored, regulated and inscribed within and through recently emergent political struggles. Often providing new forms of resistance to the dominant social text, new bodily and political possibilities bring with them new modes of surveillance and containment of bodies and politics. Issues we will explore include the following: abortion, reproduction, AIDS, gender subversion, sexual acts and identities, political torture and terminal illness. **{S}** 4 credits
Gary Lebring, T 3–4:50 p.m.

[367b Seminar in Political Theory]

Topic: Gay and Lesbian Politics and Theory. An exploration of the lesbian and gay political movement in the United States, this seminar will begin with the invention of the medical model of "homosexuality" in the 19th century and trace the rise of a lesbian/gay/bisexual political movement through the 20th century. The course will adopt a historical approach, examining issues of policy, politics and identity from within these different time periods, including an examination of the rise in lesbian and gay multiculturalism and the advent of lesbian and gay studies as an academic discipline. Prerequisite: 100 or a course in feminist theory. To be offered in 1999–2000. **{S}** 4 credits
Gary Lebring

404a Special Studies

Admission for majors by permission of the department. 4 credits

404b Special Studies

4 credits

408d Special Studies

Admission for majors by permission of the department. 8 credits

The Major

Advisers: Karen Alter, Susan Bourque, Patrick Coby, Donna Robinson Divine, Mary Geske, Alice Hearst, Gary Lehring, Walter Morris-Hale, Donald Robinson, Gregory White, Dennis Yasutomo.

Adviser for Study Abroad: Susan C. Bourque.

Prelaw Adviser: Alice Hearst.

Graduate School Adviser: Donna Robinson Divine.

Director of the Jean Picker Semester-in-Washington Program: Gregory White.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

Requirements: 10 semester courses, including the following:

1. 100d;
2. one course in each of the following fields: American government, comparative government, international relations, and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major.

Based on 100d, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Patrick Coby.

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in their major. Eligible students are encouraged to apply in the spring of their junior year, but fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

Basis: 100d or, in exceptional circumstances, an equivalent course or courses approved by the chair.

430d Thesis
8 credits

Requirements:

1. Students in Honors must fulfill the general requirements for the major, that is, 10 courses of which 430d Thesis counts for two.
2. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the spring semester revising their papers and will submit the final version by April 1.
3. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was written. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

431a Thesis

8 credits

Requirements: Requirements for honors for students in 431a will be the same as for those taking 430d, except that the final thesis will be due on the first day of classes of the second semester. Students must apply for admission to 431a in the preceding spring semester.

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government

at the 200 level selected from the following courses: 200b, [201a], 202b, 206b, 207a, [208a] and [209a]. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411a); two credits for GOV 413a, seminar on political science research; and eight credits for an independent research project (412a), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.

History

Professors

Joan Afferica, Ph.D.

**R. Jackson Wilson, Ph.D.

†Lester K. Little, Ph.D.

†Howard Nenner, LL.B., Ph.D.

Joachim W. Stieber, Ph.D.

Neal E. Salisbury, Ph.D., *Chair*

**Daniel K. Gardner, Ph.D.

Gwendolen M. Carter Professor

Toyin Falola, Ph.D.

Associate Professors

Ann Zulawski, Ph.D. (History and Latin American Studies)

Ernest Benz, Ph.D.

†Richard Lim, Ph.D.

Assistant Professors

Michael Dettelbach, Ph.D.

Keith Lewinstein, Ph.D. (Religion and Biblical Literature and History)

Robert A. Eskildsen, Ph.D.

Instructor

Jennifer Klein, M.A.

Associated Faculty

Daniel Horowitz, Ph.D. (American Studies and History)

Helen Lefkowitz Horowitz, Ph.D. (American Studies and History)

Hamburg Exchange Lecturer

Peter Borowsky, D.Phil.

Lecturers

Frederick McGinness, Ph.D.

Heather McHold, M.A.

²Jonathan N. Lipman, Ph.D.

Research Associate

Marylynn Salmon, Ph.D.

[Courses in brackets will not be offered during the current year.]

History courses at the 100 and 200 level are open to all students unless otherwise indicated. History 100a is required of all majors. Students contemplating a history major are advised to take HST 100a in their first or second year. Admission to seminars (300 level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses and seminars retain their home department or program designations.

Introductory Course

100a Introduction to History

As the basis of the history major, History 100 of-

fers an introduction to the discipline through a comparative study of three societies at approximately the same stage of development. In 1998 we will focus on the civilizations of the Islamic Near East, Japan and European Christendom in what can broadly be construed as their formative periods: roughly A.D. 500 to 1000. Topics include religious conversion, magic and kingship, God and conquest, books and reading, civilization and barbarism, and marriage patterns and the family. Throughout, we hope to raise questions about the diffusion of culture between societies, and its transmission from one generation to the next: How did Japan, Europe and the Near East come to possess distinctive cultures? To what extent are these cultures produced by an encounter between new peoples and older civilizations? This course includes both lectures and discussion sections,

with the latter devoted exclusively to the reading of primary sources. **{H}** 4 credits

Keith Lewinstein (Director), Frederick

McGinness, Robert Eskildsen

M W 10–10:50 a.m.

Discussion sections as follows:

Th 3–4:50 p.m.

Th 3–4:50 p.m.

Th 3–4:50 p.m.

Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

[201b (L) The Silk Road]

The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies and their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We will sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. **{H}** 4 credits

Richard Lim

Antiquity

[202a (L) Ancient Greece]

The emergence of the Greek world from the Dark Age to Philip II of Macedon, c. 800–336 B.C.E., focusing on the politics, society and culture of late archaic and classical Greece. Main topics include colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon. **{H}** 4 credits

Richard Lim

[203b (L) Alexander the Great and the Hellenistic World]

Following Alexander of Macedon's conquest of the Persian Empire, a Greek-speaking commonwealth stretched from the Mediterranean to India. This course examines this dynamic period of history to the coming of the Romans. Main topics include Alexander and his legacy; Greek conquerors and native peoples in contact and conflict; kings, cities and experimentation with multi-ethnic society; unity and diversity in Hellenistic Egypt, Syria and Judea; new developments in science and religion.

{H} 4 credits

Richard Lim

[204a (L) The Roman Republic]

A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. To be offered in 1999–2000. **{H}** 4 credits

Richard Lim

[205b (L) The Roman Empire]

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy, persecution of Christians; pagans, Christians and Jews in late Antiquity. To be offered in 1999–2000. **{H}** 4 credits

Richard Lim

206a (C) Aspects of Ancient History

Topic for 1998–99: Rhetoric and the City in the Ancient Greek World. The development of public speech seen in the context of Greek culture and society. Techniques of persuasion for use in law courts, assemblies and other settings. Sophists and the ancient rhetorical education. Sophists and philosophers. Political communication between elites and masses. Rhetoric, civic ideology and the rise of the classical Athenian democracy. The transformation of rhetoric in the Hellenistic and Roman periods. **{H}** 4 credits

Frederick McGinness, M 7–9:30 p.m.

Islamic Middle East

207b (L) Islamic Civilization to the

15th Century

The Middle East in the early and medieval Islamic periods. The creation of a new world civilization between the Arab conquests (seventh century) and the rise of the Ottoman Empire (15th century).

Topics include the career of the Prophet Muhammad; the spread of Islam; varieties of state formation; the transmission of learning; medieval forms of piety and their social and political expression; household and military slavery; urban societies; Islamic religious and secular culture. Open to first-year students. **{H}** 4 credits

Keith Lewinstein, T Th 9–10 a.m.

Discussion sections as follows:

W 9–9:50 a.m.

W 10–10:50 a.m.

REL 274a The Making of Muhammad

[208b (L) The Shaping of the Modern Middle East]

A survey of Middle Eastern history from 1500 to the present. Primary themes include the emergence and decline of the last Muslim empires; European imperial penetration in the 19th century and its social and cultural impact; state building in the Arab world, Turkey and Iran during the 20th century; traditional and modern social and political practices; new secular ideologies (nationalism, pan-Arabism, Zionism); Islamic reform and political Islam. Open to first-year students. **{H}** 4 credits

Keith Lewinstein

[209b (C) Aspects of Middle Eastern History]

{H} 4 credits

South Asia

[210b Modern India]

{H/S} 4 credits

East Asia

211a (L) The Emergence of China

Chinese society and civilization from c. 1000 B.C. to A.D. 700. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a

centralized empire, relations with non-Chinese, family structure, roles of women, and introduction of Buddhism. Open to first-year students. **{H}** 4 credits

Daniel Gardner, T Th 10:30–11:50 a.m.

[212b (L) China in Transformation, A.D. 700–1900]

Chinese society and civilization from the T'ang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion, and confrontation with the West. Open to first-year students. To be offered in 1999–2000. **{H}** 4 credits

Daniel Gardner

[213b (C) Aspects of Chinese and Japanese History]

Topic for 1999–2000: The Intellectual Foundations of China. Readings from the major schools of Chinese thought, such as Confucianism, Mohism, Taoism, Legalism and Yin-Yang cosmology. To be offered in 1999–2000. **{H}** 4 credits

Daniel Gardner

[214b (C) Aspects of Chinese History]

Topic for 1999–2000: Religious Practice in China. The role of religion in traditional and contemporary Chinese society. Anthropological approaches to Chinese religion; religion and politics; religion among the elite; religion and women; popular religion; divination; ancestor worship; ghosts; sectarian rebellions; the impact of Christianity in China. To be offered in 1999–2000. **{H}** 4 credits

Daniel Gardner

218a (C) Thought and Art in China

Topic for 1998–99: Medieval Thought and Art in China. A survey of medieval Chinese thought and its expression in the visual arts during the T'ang and Sung dynasties (7th–13th c.). Open to first-year students by permission of the instructors only. **{H/A}** 4 credits

Daniel Gardner, Marilyn Rbie (Art and East Asian Studies), T 1–4 p.m.

219b (L) Modern Korea

An introduction to Korean history since the 17th century including a survey of social, intellectual, political and economic structures. The impact of Euro-American presence in China and Japan brought new and complex pressures to Korea. The course will focus on Korea's interactions with East Asian neighbors, Britain, France, the U.S.A. and Russia. The devastating effects of imperialism, colonialism, civil war, invasion and long-term division will be examined. (E) {H} 4 credits
Jonathan Lipman, M W 2:40–4 p.m.

[220a (L) Japan from Ancient Times to the 18th Century]

Japanese history from its prehistoric beginnings to the Tokugawa period, focusing on politics, society and culture. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance and the rise of the commoner class. To be offered in 1999–2000.
 {H} 4 credits
Robert Eskildsen

221b (L) Modern Japan

Nineteenth- and 20th-century Japanese history. Topics include social and economic change in the late Tokugawa period, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, the birth of mass culture, world war, postwar recovery and contemporary challenges. {H} 4 credits
Robert Eskildsen, M W F 10–10:50 a.m.

222a (C) Aspects of Japanese History

Topic for 1998–99: Tokugawa Society. An inquiry into Japanese society during the Tokugawa period, from the turbulent formative years of the late 1500s to the challenges and conflicts of the mid-1800s. Topics include views of the foreign world, samurai life, urban life, the aesthetic of leisure, women's life, art and Tokugawa thought. {H} 4 credits
Robert Eskildsen, M W 1:10–2:30 p.m.

Europe**[224a (L) Europe in the Age of Migration, 300–1050]**

Plague and demographic decline; peasant society under a warrior elite; social roles of women; gift-exchange economy; acculturation of Celtic, Roman, Germanic, Islamic, Jewish and Scandinavian peoples; Latin literacy and the earliest vernaculars; religion as ritual; the book as treasure; beginnings of the Romanesque. To be offered in 1999–2000.
 {H} 4 credits
Lester Little

[225b (L) Europe in the Age of the Commercial Revolution, 1050–1300]

Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy; evangelical awakening, feminine mysticism, the laity and the suppression of dissent; expulsion of the Jews; crusades against Moslems and Greek Christians; travel to China; from Romanesque to Gothic. To be offered in 1999–2000.
 {H} 4 credits
Lester Little

226b (L) Social History of European Monasticism

From the Benedictines to the Franciscans and Dominicans: recruitment, patronage, governance, livelihood, spirituality and reciprocal ties with society. Comparison with monastic movements in other religious traditions. Recommended background: 224, 225, or 227. {H} 4 credits
Frederick McGinniss, T Th 9–10:20 a.m.

227a (L) Early English History

Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. {H} 4 credits
Frederick McGinniss, M W F 9–9:50 a.m.

230a (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy

Society, culture and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance and the early voyages of discovery. Open to first-year

students by permission of the instructor only.

{H} 4 credits

Joachim Stieber, M W 9–9:50 a.m.

Discussion sections as follows:

F 9–9:50 a.m.

F 10–10:50 a.m.

HSC 200a Medicine and Society in Pre-modern Europe

HSC 260a Magic, Craft and Nature in the Renaissance

231b (L) Europe from 1460 to 1660: The Age of the Reformation and the Transition to Early Modern Times

European society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation.

Open to first-year students by permission of the instructor only. {H} 4 credits

Joachim Stieber, M W F 9–9:50 a.m.

[234a (L) Tudor England]

The development of the early modern English state, from its 15th-century origins to the death of Elizabeth. Dynasticism, religious upheaval, and the place and power of English monarchs from Richard III to James I. {H} 4 credits

Howard Nenner

[235b (L) Stuart England]

The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. Religion, politics and constitutional thought in England's century of revolution.

{H} 4 credits

Howard Nenner

[236b (C) Authority and Legitimacy in the Age of More and Shakespeare]

An examination of the texts and historical context of Shakespeare's *Richard II*, *I Henry IV*, *Henry V*, *Richard III* and *King Lear*, More's *Utopia* and *The History of Richard III*, and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy.

Admission by permission of the instructors. {L/H} 4 credits

Howard Nenner, *William Oram* (*English Language and Literature*)

237a (C) A Social and Cultural History of England, 1830–1920

Victorian and Edwardian anxieties concerning class, poverty, disorder, urbanization, health, leisure, deformity, respectability, gender and national identity. Readings include *Jekyll and Hyde*, medical journals, exposés of slums and white slavery, and freak-show handbills. {H/S} 4 credits

Heather McHold, T Th 3–4:20 p.m.

239a (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars

The political, social and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state. {H} 4 credits

Joan Afferica, T Th 1–2:50 p.m.

240b (L) Tradition and Change in Russian and Soviet History, 1801–Present

The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; collapse of the USSR and prospects for change in post-Soviet state and society. {H} 4 credits

Joan Afferica, T Th 1–2:50 p.m.

241j The Moscow Kremlin

An on-site study of the Moscow Kremlin with emphasis on the uses of public space, the nature and ritual of rulership, the Orthodox Church and its relation to the Tsardom, and the expression of world view and power relations in the frescoes, stones and artifacts of Kremlin churches, palaces and museums. Prerequisite: 239a and permission of the instructor. (E) {H} 2 credits

Joan Afferica, to be arranged during Interterm 1999

[JUD 286b Jews and European Civilization, 1492–1942]

[243b The European Millennium]

{H} 4 credits

Michael Dettelbach

[244a (L) The Scientific Revolution, 1500–1700]

Science, society and religion in Europe from the Middle Ages to the French Revolution. Topics include Aristotelianism; magic and occult

philosophies; baroque artisans and the mechanical philosophy; Galileo and the Catholic Church; Descartes vs. Newton; Newtonianism, deism and atheism in the 18th century. To be offered in 1999–2000. {H} 4 credits

Michael Dettelbach

NOTE: HST 245a, 250a and 251b form a sequence in Modern European History.

245a (L) Europe 1660–1815: The Age of Reform and Revolution

Absolute monarchy in Europe as a political, economic, military and cultural system, and its collapse. The policed state; warfare and its costs; commercial empires and the progress of navigation; the Enlightenment public; revolution and revolutionary war in France and in Europe, 1789–1815; liberalism, conservatism, radicalism. {H} 4 credits

Michael Dettelbach, M W 2:40–4 p.m.

246b (L) The European Enlightenment

The 18th-century transformation of European thought, art and manners which formed the liberal and secular sensibilities of modern European societies. Themes include the relationship between the Enlightenment and organized religion; the comparison of Enlightenments in different national contexts; the idea and role of women in the Enlightenment; the relationship between Enlightenment and the French Revolution. {H} 4 credits
Michael Dettelbach, T Th 10:30–11:50 a.m.

[247a (C) The Rise and Collapse of the Russian and Soviet Empires]

Formation of the Great Russian and Soviet Empires; theory and practice of government policy toward minority populations; political, economic and cultural relations among constituent peoples in the 19th and 20th centuries. To be offered in 1999–2000. {H} 4 credits

Joan Affèrica

248b (C) Revolutionary Europe, 1846–52

The continent-wide revolution of 1848, the turning point at which modern history failed to turn. Satiric poetry, food riots, political cartoons, barricade fighting, popular votes, nationalist wars, the

birth of Marxism, and the return of Bonapartism. Detailed attention to French and German upheavals. {H/S} 4 credits

Ernest Benz, M 7–9:30 p.m.

[249b (C) The Middle Ages and the Renaissance in European Thought, 1750–1870]

The images of the Middle Ages and of the Renaissance in England, Germany and France both before and after the French Revolution. The Gothic Revival as a reaction against classicism in arts and letters, against the political and social values of the French Revolution as well as against industrial modernization and economic liberalism. An epilogue will briefly survey the Gothic Revival in the United States (c. 1830–1930). {L/H} 4 credits
Joachim Stieber

250a (L) Europe in the 19th Century

1814–1914: a century of fundamental change without a general war. The international order established at the Congress of Vienna and its challenges: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. {H} WI 4 credits

Ernest Benz, T Th 1–2:30 p.m.

251b (L) Europe in the 20th Century

Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars and to the experience of Fascism, Nazism and Communism. {H} 4 credits

Ernest Benz, T Th 1–2:30 p.m.

Discussion sections as follows:

Th 3–3:50 p.m.

Th 4–4:50 p.m.

Th 7:30–8:20 p.m.

252a (C) The Spanish Civil War, 1936–39

Social conflicts in Spain and the 2nd republic, the social revolution of the anarchists, the Communist tactics and Franco's new order; the "non-intervention" policies of the Western powers and the Soviet Union; the intervention of Germany and Italy; the impact of the war on artists and intellectuals in the 1930s. {H} 4 credits

Peter Borowsky, T 1–3:30 p.m.

253b (C) Women in Modern European Societies

Constructions of the body, sex and gender from the 18th to the 20th centuries. The cultural negotiation of femininity and its impact on women's experiences as workers, citizens, mothers, patients and activists. Special attention to English society and to the history of medicine. {H/S} 4 credits
Heather McHold, T Th 10:30–11:50 a.m.

[254b (C) 19th-Century European Thought]
{H/S} 4 credits

255a (L) 20th-Century European Thought
Topic for 1998–99: Hitler in the Context of German Culture. What exactly is the place of Adolf Hitler in history? Was he an “accident” or a logical outcome of German history? What can cultural studies contribute to a critical analysis of Hitler? In what sense is a knowledge of Hitler essential to cultural literacy? What are the sources of his anti-Semitism? What role did the cult of Wagner play in the whole Hitler phenomenon? Aside from some historical studies, we will look at literary and cinematic representations of Hitler by Bertolt Brecht, Thomas Mann, Lion Feuchtwanger, Don DeLillo, George Steiner, Leni Riefenstahl, Charlie Chaplin, H.J. Syberberg and others. {H} 4 credits
Peter Borowsky and Hans Vaget (German Studies), M W 1:10–2:30 p.m.

[256b (C) The Industrial Revolution]
The 18th–19th century revolution in the organization of manufacture and work from the perspectives of cultural and political history. Development of concepts of technology, free labor, skill, class and factory, and of key material innovations such as the water-frame, steam engine, railroads, carbonized steel, tarmacadam; rural and urban industrialization; banking and anti-Semitism. {H} 4 credits
Michael Dettelbach

[257a (L) Modern European Social History]
{H/S} 4 credits
Ernest Benz

Latin America

260a (L) Colonial Latin America, 1492–1821
Iberian invasions in the 16th century to the movements for independence in the early 1800s. The course emphasizes the effects of Spanish and Portuguese colonial rule on the native societies of the Americas. {H} 4 credits
Ann Zulawski, T Th 10:30–11:50 a.m.

261b (L) National Latin America, 1821 to the Present
A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. {H} 4 credits
Ann Zulawski, T Th 10:30–11:50 a.m.

[263b (C) Continuity and Change in Spanish America and Brazil]
{H} 4 credits
Ann Zulawski

United States

History 265, 266 and 267 constitute an introductory sequence in United States history.

265b (L) North America in an Age of Empires and Revolutions, 1400–1800
An introduction to the social, political and cultural history of the peoples of North America during the eras of colonization, the American Revolution and the early republic. {H} 4 credits
Neal Salisbury, M W 1:10–2:30 p.m.

266a (L) The Age of the American Civil War
A study of the origins, course and consequences of the war of 1861–65. Major topics include slavery as a political and constitutional issue; the collapse and redefinition of the political party systems; major campaigns and battles; the role of African Americans in the ending of slavery; the making of Union and Confederate myths; the fate of the freed slaves during Reconstruction; the white Americans' final abandonment of the cause of the freed

people in the 1880s and 1890s. {H} 4 credits
R. Jackson Wilson, M W 1:10–2:30 p.m.

267a (L) The Development of Modern America, From the 1890s to the Present

Emergence of the United States as a world power, changes in the economic system, development of the social welfare state, radical and conservative political movements, immigration and growth of a more diverse population, rise of consumer culture, and development of new modes of cultural expression. {H} 4 credits

Jennifer Klein, T Th 10:30–11:50 a.m.

Discussion sections as follows:

W 7:30–8:20 p.m.

Th 1–1:50 p.m.

268a (L) North American Indians Since 1500

An introduction to the economic, political and cultural history of Native Americans and their relations with non-Indians. {H} 4 credits

Neal Salisbury, T Th 9–10:20 a.m.

[269a (L) The Colonial Experience in North America]

{H} 4 credits

Neal Salisbury

[271a (C) American Space: History of the American Landscape and Built Environment]

The human-made environment in the United States in its historical dimensions. Focus is on selected problems—such as the land, the house, public buildings and spaces, cities—examined in a range of time periods. Readings include literary works, cultural geography, architectural criticism, social and cultural history, and studies of particular sites. Permission of the instructor required. {H} 4 credits
Helen Lefkowitz Horowitz

273b (L) Contemporary America

The United States' rise to global power since 1945, the Cold War, McCarthyism, the political upheaval of the 1960s, and the politics of scarcity. {H} 4 credits

Daniel Horowitz, T Th 9–10:20 a.m.

[275a (L) Intellectual History of the United States to 1860]

{L/H} 4 credits

R. Jackson Wilson

276a (L) Intellectual History of the United States after 1860

{L/H} 4 credits

R. Jackson Wilson, M W F 11 a.m.–12:10 p.m.

[277a (L) History of Women in the United States, Colonial Period to 1865]

The historical position of women within the society and culture. Problems include immigration and ethnicity, isolation and social organization, the legal status of women (property and other rights), religion and witchcraft, race and class, the Revolution and the Civil War, women's work within the household, slavery, education, redefinition of motherhood, abolition and reform, emergence of women's rights and factory labor. Emphasis on social, cultural and spatial aspects. Prerequisite: a pre-Civil War history course. Offered in alternate years. {L/H} 4 credits

278a (L) History of Women in the United States, 1865 to 1970

Continued examination of the historical position of women within the society and culture. Problems will include the implications of class, changing notions of sexuality, educational growth, feminism, African-American women in "freedom," wage-earning women, careers, radicalism, the sexual revolution, the impact of the world wars and depression, and feminism's second wave. Emphasis on social and cultural aspects. {L/H} 4 credits
Helen Lefkowitz Horowitz, T Th 1–2:20 p.m.

279b (L) City Limits: Urban History in the United States, 1865–Present

How Americans adapted to urban life and how urban life changed them. Ways in which city-dwellers confronted differences in class, race and ethnicity. Cities also as political entities that exist within the American system of shared government: federalism. Cities' relationship to the federal government and how that changed over time. Cities as geographical/legal entities as well. How technological changes in transportation affected cities by making possible the growth of the suburbs. How neighborhoods and communities were reinvented as spatial arrangements changed. The persistence of racism, class fears, and the resurgence of fears of the city since the 1960s. {H} 4 credits

Jennifer Klein, M W 2:40–4 p.m.

[AAS 270b The History of Afro-Americans in the South From the Civil War to the End of World War II]

AAS 278a The '60s: A History of Afro-Americans in the United States from 1954 to 1970

280a (C) Problems of Inquiry

Topic for 1998–99: Women, Work and Protest in 20th-Century America. The history of work in its social and political context, 1870s to the present. Topics include women's work at home and in the paid labor force, labor movements, race and class, New Deal, public policies affecting women and men at work; labor and the global economy. **{H/S}** 4 credits

Jennifer Klein, T 3–4:50 p.m., Th 3–3:50 p.m.

[AAS 335b Seminar: Free Blacks in the United States Before 1865]

AMS 302b Seminar: The Material Culture of New England, 1630–1860

Colloquia in Comparative History

[291a (C) The Plague of Justinian and the Black Death]

Analysis of the two major outbreaks of the plague in Europe, one at the start of the Middle Ages and one at the end, with attention to geographical and chronological patterns of the spread of the disease and to effects on social relations, politics, religion and the value of labor. Comparisons to other epidemics in world history. Recommended background: HST 224, 226, or 230. To be offered in 1999–2000. **{H}** 4 credits

Lester Little

[292b (C) The 19th-Century Crisis in East Asia] Reactions in China, Korea and Japan to political, diplomatic and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic and cultural transformation, and the birth of Japanese expansionism. To be offered in 1999–2000. **{H}** 4 credits

Robert Eskildsen

293b (C) Europe's Eastern Empires

A study of the forces that created, shaped, sustained and undermined the Romanov and Habsburg Empires, from the 17th to the 20th century. **{H}** 4 credits

Joan Afferica, W 1:10–3:40 p.m.

294b (C) The Theory and Practice of Government in Europe and in European Settlements in the Americas, 1400–1660

Ideas and institutions of society and government in late medieval and early-modern Europe and in European settlements in the Americas. Lordship, community and representative institutions, as reflected in canon and secular law in European kingdoms, provinces, city-states and rural self-governing communities. The purpose will be to define the characteristic features of the early modern European "state" and society of orders. Case studies from the Empire (Germany), the Low Countries, England, France, Italy, Castile and Aragon, and from European settlements in the Americas, particularly New Spain (Mexico), Peru, New England, Virginia and New France (Québec). **{H}** 4 credits

Joachim Stieber, M W 2:40–4 p.m.

295a (C) Imperialism and the British Peoples

Britons' capitalist and cultural interactions with Africans, south Asians and Chinese from 1815 to 1950. Trade, exploration, warfare, tourism, law, gender and racial hierarchies reveal the myths and practices of empire. Sources include diaries, travel narratives, economic analyses and fiction. (E) **{H}** 4 credits

Heather McHold, T Th 10:30–11:50 a.m.

296b (C) The Making of Late Antiquity

The political, social and cultural transformations of the classical Greco-Roman world from 250 to 700. Topics of particular interest: emperors and cities; Christians, Jews and pagans living under imperial Christianity; hermits and monks; the changing shape of the classical city; the shift from a Mediterranean-based Roman Empire to the societies of Byzantium, Islam and the Germanic kingdoms. Attention will also be paid to the historiography of Late Antiquity. **{H}** 4 credits

Frederick McGinness, M 7–9:30 p.m.

Seminars

[296a Topics in Ancient History]

{H} 4 credits

Richard Lim

[317a Topics in Chinese History]

{H} 4 credits

Daniel Gardner

[325b Early European History to 1300]

Topic for 1999–2000: Romanesque Christianity in Germanic Europe. Christian religious beliefs and practices in Europe between the approximate dates 750 and 1150. Aristocratic monasticism, vicarious religion, liturgical culture, ritual in Romanesque churches, blessing and cursing, dominance of Old Testament models, authority of St. Peter and of a mythic Rome, cults of saints and relics. Prerequisite: two 200-level courses in medieval European history, art, literature or religion. To be offered in 1999–2000. {H} 4 credits

Lester Little

[330b Topics in European History, 1300–1660]

{H} 4 credits

Joachim Stieber

[335a Topics in British History]

{H} 4 credits

Howard Nenner

340a Topics in Russian History

Topic for 1998–99: From St. Petersburg to Leningrad: The Avant-Garde in a Time of Imperial Decline and Revolution, 1900–1930. {H} 4 credits

Joan Afferica, W 7:30–9:30 p.m.

346b Problems in European Intellectual History

Topic for 1998–99: Darwin and Darwinism. Darwin's life and evolutionary science as it refracts British society in an age of industrialization and materialism. Evolutionism from radical cry to capitalist creed; reception of evolution by natural selection in different national contexts; "survival of the fittest"; Social Darwinism. {H} 4 credits

Michael Dettelbach, T 1–2:50 p.m.

[350b Modern Europe]

{H} 4 credits

355a Topics in Social History

Topic for 1998–99: History of Fertility Control. From hunting-gathering to population explosions worldwide. Europe as the homeland of late marriage, widespread contraception, and feminism. Special attention to the British case from 1540 to the present. {H/S} 4 credits

Ernest Benz, M 7:30–9:30 p.m.

358b Topics in African History

Topic for 1998–99: Colonial Africa: Conquest, Culture and Resistance. Drawing on historical texts, novels and films, the seminar explores select themes in the African experience of imperialism. The class will conclude with reflections on the postcolonial conditions. The aim is for students to be involved in the many interpretations that scholars have given to African societies during the colonial era. The themes include: (1) background to 19th-century Africa before the colonial conquest; (2) the origins and capacities of European expansion; (3) African reactions and resistance to that expansion; (4) the politics and economics of colonialism; (5) the effects of the First and Second World Wars on the colonial system; (6) nationalist movements and the drive to independence; and (7) the effects of colonialism on identity, philosophy and culture. Subject to the approval of the Committee on Academic Priorities. (E) {H} 4 credits

Toyin Falola, T 1–2:50 p.m.

[361b Problems in the History of Spanish America and Brazil]

{H} 4 credits

Ann Zulawski

[368a Topics in American Indian History]

Prerequisite: 268 or permission of the instructor. {H} 4 credits

Neal Salisbury

[369b Topics in American Colonial History]

{H} 4 credits

Neal Salisbury

370a The American Revolution

Topic for 1998–99: Social Change and the Birth of the United States, 1760–1800. Relationships between the revolution, revolutionary ideology and social changes within the colonies, with particular attention to questions of class, race and gender.

{H} 4 credits

Neal Salisbury, T 3–4:50 p.m.

372b Problems in American History

Topic for 1998–99: Politics and Culture During the Great Depression, 1929–39. How Americans responded to the Great Depression politically, socially and culturally. Why the Great Depression was so severe; the impact on the agricultural economy and the South; the emergence of new political organizations and movements of the Left and the Right (the Communist Party, the CIO, the Labor Movement, Father Coughlin, anti-Semitism and Huey Long). Readings about the New Deal and the origins of the welfare state. The course also covers the stirring civil rights movement, the popularity of swing music and Hollywood movies, and public art and theater. Research paper utilizing primary and secondary sources. {H/S} 4 credits

Jennifer Klein, T 3–4:50 p.m.

375a Problems in U.S. Intellectual History

Topic for 1998–99: The Mind and Art of Abraham Lincoln. {H} 4 credits

R. Jackson Wilson, M W 2:40–3:40 p.m.

383a Research in U.S. Women's History:**The Sophia Smith Collection**

Topic for 1998–99: American Women in the 19th and 20th Centuries. {H} 4 credits

Helen Lefkowitz Horowitz, W 1:10–3 p.m.

404a Special Studies

By permission of the department, for qualified returning students. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Joan Afferica, Ernest Benz, Michael Dettelbach, Robert Eskildsen, Daniel Gardner, Jennifer Klein, Keith Lewinstein, Neal Salisbury, Joachim Stieber, Ann Zulawski.

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100a.
2. Field of concentration: five semester courses at the 200 or 300 level, at least one of which is a Smith history department seminar. Two of these may be courses cross-listed in the history department or historically oriented courses in other disciplines. Historically oriented courses in other disciplines must be approved by the student's adviser.
3. Additional courses: five 200- or 300-level courses, of which four must be in at least two fields distinct from the field of concentration. Two of these five may be cross-listed courses in the history department.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1600; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically (e.g., Britain, Comparative Colonialism, History of Science, Women's History), and must be approved by an adviser.

The S/U grading option is not allowed for courses counting toward the major.

A student may count one (but only one) AP examination in history with a grade of 4 or 5 as the equivalent of a course for four credits toward the major. If the examination is in American history and the student's field of concentration is United States, the course it replaces must be in the concentration; otherwise, the course it replaces must be one of the additional courses. Similarly, if the examination is in European history, the student may use it toward the concentration in Modern Europe; otherwise, the course it replaces must be one of the additional courses.

Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.

Adviser for Study Away: Joachim Stieber.

The Minor

Advisers: same as those listed for the major.

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically or thematically. Students should consult their advisers.

Honors

Director: Keith Lewinstein.

431a Thesis
8 credits

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, no later than preregistration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis counts for eight credits during the fall semester of the senior year. Each honors candidate defends her thesis in the week before spring recess at an oral examination in which she relates her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

The history honors major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100a.
2. Field of concentration: four 200- or 300-level courses in the field of concentration, at least one of which is a Smith history department seminar. Two of these may be courses cross-listed in the history department or historically oriented courses in other disciplines.
3. The thesis counting for two courses (eight credits).
4. One semester course in ancient history or a related course in ancient studies.
5. Three history courses or seminars (12 credits) in a field or fields other than the field of concentration. One of these may be a course cross-listed in the history department.

Graduate

511a Problems in European History to 1300
{H} 4 credits

521a Problems in Early Modern History
{H} 4 credits

541a Problems in Modern European History
{H} 4 credits

571b Problems in American History
{H} 4 credits

580a Special Problems in Historical Study
Arranged individually with graduate students. {H}
4 credits

580b Special Problems in Historical Study
{H} 4 credits

590a Research and Thesis
4 credits

590b Research and Thesis
4 credits

590d Research and Thesis
8 credits

History of the Sciences

Kennedy Professor in Renaissance Studies

Nancy G. Siraisi, Ph.D.

Advisers

Merrie Bergmann, Associate Professor of
Computer Science

Låle Aka Burk, Lecturer in Chemistry

David Dempsey, Museum of Art

Michael Dettelbach, Assistant Professor of History

Craig Felton, Professor of Art

George Fleck, Professor of Chemistry

Nathanael Fortune, Assistant Professor of Physics

Laura Katz, Assistant Professor of Biological
Sciences

Thomas Litwin, Adjunct Associate Professor of
Biological Sciences

Douglas Lane Patey, Professor of English Language
and Literature

Marjorie Senechal, Professor of Mathematics,
Director

Harold Skulsky, Professor of English Language and
Literature

[Courses in brackets will not be offered during the current year.]

History of science stands at the intersection of many disciplines and cultures: scientific, technological, humanistic and social. The Program in the History of the Sciences is designed to serve all Smith students. Courses in the program examine science and technology in their cultural and social contexts, and the ways in which scientific inquiries, achievements and debates have shaped and continue to shape human culture (and vice versa). The history of science minor complements majors in the humanities, social sciences and the natural sciences.

112b Images and Understanding

Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression "I see" as a synonym for "I understand." In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include: the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking. **{H/N}** 4 credits

Marjorie Senechal and Douglas Patey

M W F 11–11:50 a.m.

200a Medicine and Society in Pre-modern Europe

A survey of medical ideas and healing practices from Greek antiquity until the early 17th century. We will study the subject both from the standpoint of medicine as a body of knowledge and from that of healing and disease in cultural context. Topics will include medicine as knowledge about the human body (including ideas about sex difference and reproduction, nutrition, the life cycle and the causes of disease); therapies; anatomy and the emergence of the practice of human dissection; the formation of medical practitioners; the patient's experience of illness; and relations among secular, magical and religious healing. In the last part of the course we will also pay attention to the beginnings of the transformation of anatomy, physiology and therapy associated with such figures as Vesalius, Harvey and Paracelsus, and consider the extent to which these developments do or do not support the concept of a "Scientific Revolution." Enrollment limited to 25. **(E)** **{H/N}** 4 credits

Nancy Siraisi, T Th 10:30–11:50 a.m.

211b Perspectives in the History of Science

Topic for 1998–99: Science, Technology and Silk. The story of silk traces an unusual path through the history of science and technology. It begins

with the origins of silk culture and its varied uses in ancient China. Silk became an important agricultural and cottage industry in the West after silkworms were smuggled from China, but its basic practices remained virtually unchanged until the industrial revolution. The invention of the power loom and Pasteur's discovery of the causes of one silkworm disease mechanized and rationalized the industry, changing it—and the world of the silk workers—forever. (Northampton's own vanished silk industry, which spanned both eras, is an interesting case study.) The story is not over: the most remarkable silk factory, the tiny silkworm itself, remains something of a scientific and technological mystery. The course includes discussions, guest lectures and workshops. Enrollment limited to 20 students. **{H/N}** 4 credits

Marjorie Senechal, M W 2:40–4 p.m.

260a Colloquium: Magic, Craft and Nature in the Renaissance

An exploration of some Renaissance approaches to understanding, controlling and manipulating the natural world, with reference to their ancient sources, medieval background and social implications. Most of the course will be focused on the period approximately 1450–1600. Renaissance neo-Platonism, hermeticism, astrology, alchemy, magic, “secrets,” dream-lore and so on merit study as cultural phenomena because of their pervasive presence in many areas of intellectual life and at many levels of society. In turn, their practice was shaped by different social or religious environments (e.g., princely courts as centers of patronage of physiognomy, alchemy, astrology; the relation of Paracelsian medicine to Reform religion; demonology and the legal system). We will read and discuss selected primary sources in English translation as well as some examples of recent scholarly literature on these topics. Enrollment limited to 20. (E) **{H/N}** 4 credits

Nancy Siraisi, T Th 3–4:50 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

Cross-Listed Courses

ANT 345b Seminar: The Anthropology of Science and Technology

ARC 211a Introduction to Archaeology

ANT 131b Perspectives on Human Behavior and Evolution

ANT 248a Medical Anthropology

AST 215b History of Astronomy

BIO 368b Topics in Evolutionary Biology

Topic for 1998–99: The “Evolutionary Synthesis” and Modern Evolutionary Biology. The years 1936–47 have been dubbed the “evolutionary synthesis,” as it was this period that united the fields of genetics, systematics, embryology and paleontology in a reanalysis of Darwin's theory of evolution. This seminar will focus first on the events during the “evolutionary synthesis” from the perspective of both the advances among the scientific disciplines and the practice of these disciplines in different countries. We will then turn to the major questions in evolution today (e.g., speciation, the molecular basis of evolution) and ask to what extent major questions were answered or raised by the “evolutionary synthesis.” Prerequisite: a course in biology or permission of the instructor. **{N}** 3 credits

Laura Katz, Th 1–2:50 p.m.

CHM 102b The Chemistry of Artists' Materials and Techniques

ENG 211b The Technology of Reading and Writing

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and origi-

nality; movements toward standardization in language; political implications of different kinds and levels of literacy. [3e] {L} 4 credits

Douglas Patey, T Th 9–10:20 a.m.

[HST 244a (L) The Scientific Revolution, 1500–1700]

Science, society and religion in Europe from the Middle Ages to the French Revolution. Topics include Aristotelianism; magic and occult philosophies; baroque artisans and the mechanical philosophy; Galileo and the Catholic Church;

Descartes vs. Newton; Newtonianism, deism and atheism in the 18th century; discovery of oxygen; Faust and Frankenstein. {H} 4 credits

Michael Dettelbach

[HST 256b (C) The Industrial Revolution]

The 18th–19th century revolution in the organization of manufacture and work from the perspectives of cultural and political history. Development of concepts of technology, free labor, skill, class and factory, and of key material innovations such as the water-frame, steam engine, railroads, carbonized steel, tarmacadam; rural vs. urban industrialization; banking and anti-Semitism. {H} 4 credits

Michael Dettelbach

HST 346b Problems in Cultural History

Topic for 1998–99: Darwin and Darwinism.

Darwin's life and evolutionary science as it refracts British society in an age of industrialization and materialism. Evolutionism from radical cry to capitalist creed; reception of evolution by natural selection in different national contexts; "survival of the fittest"; Social Darwinism. {H} 4 credits

Michael Dettelbach, T 1–2:50 p.m.

[MTH 350b Topics in the History of Mathematics]

PHI 224b Philosophy and History of Scientific Thought

PHY 105b Principles of Physics

PPY 209b Philosophy and History of Psychology

The Minor

Requirements: Two courses in the natural or mathematical sciences and two courses in history, chosen in consultation with the student's minor adviser, and two courses in (or cross-listed in) the history of science program. Normally one of the history of science courses will be Special Studies, 404a or 404b, but another course may be substituted with the approval of the adviser. Work at the Smithsonian Institution in the Picker Program counts as one course toward the minor. Students considering a minor in the history of the sciences are urged to consult with their advisers as early as possible.

International Relations

Advisers

†Steven Goldstein, Professor of Government
Joan Afferica, Professor of History
Elizabeth Hopkins, Professor of Anthropology
**Elliot Fratkin, Associate Professor of
Anthropology

Gregory White, Assistant Professor of Government
Mary Geske, Assistant Professor of Government
Karen Alter, Assistant Professor of Government,
Director

[Courses in brackets will not be offered during the current year.]

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations. Beyond completion of GOV 241, students may take no more than two courses in any one department to count toward the minor.

Requirements: six semester courses including GOV 241, plus one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

ANT 232 Third World Politics
ANT 236 Economy, Ecology and Society
[ANT 241 Anthropology of Development]
ANT 243 Colloquium in Political Ecology
ANT 340 Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World
[ANT 341 Seminar: Ritual, Ideology and Power]
ANT 342 Seminar: Objects, Others and Selves
[BIO 206 Conservation of Natural Resources]
ECO 211 Economic Development
[ECO 213 The World Food System]
GEO 109 The Environment

GOV 231 Government and Plural Societies
[GOV 233 Problems in Political Development]
[GOV 234 Nationalism and Ethnic Conflict]
GOV 254 Politics of the Global Environment
[GOV 324 Seminar: Transitions to Democracy]
GOV 341 Seminar in International Politics: Gender and Global Politics
[GOV 343b Seminar in International Politics: The Politics of Globalization]
[GOV 346a Seminar in International Politics: International Organizations and National Politics]
[GOV 346b Seminar in International Politics: Advanced Seminar in International Law]
[GOV 233 Problems in Political Development]
GOV 243 International Law
[GOV 251 Problems of International Security]
GOV 347 Seminar in International Politics: The 1991 Persian Gulf War
HST 355 Seminar: Topics in Social History: History of Fertility Control

2. One course in international economics or finance:
ECO 205 International Trade and Commercial Policy
ECO 206 International Finance
[ECO 208 European Economic Development]
[ECO 209 Comparative Economic Systems]
GOV 242 Politics of International Economic Relations
[GOV 352 Seminar: International Development Policy]

3. One course in contemporary American foreign policy:
 - GOV 244 Foreign Policy of the United States
 - [GOV 342 Seminar: Studies in U.S. Foreign Policy]
 - HST 273 Contemporary America
4. One course in modern European history or government with an international emphasis:
 - ECO 309 Seminar: Topics in Comparative Economic Systems
 - ECO 311 Seminar: Topics in Economic Development
 - [GOV 221 The Politics of Western Europe]
 - [GOV 222 The Politics of Eastern Europe]
 - [GOV 223 Government and Politics of the Soviet Union and Its Successor States]
 - [GOV 323 Seminar in Comparative Government]
 - HST 24 Tradition and Change in Russian and Soviet History, 1801–Present
 - HST 245 Europe, 1660–1815
 - [HST 247 The Rise and Collapse of the Russian and Soviet Empires]
 - HST 250 Europe in the 19th Century
 - HST 251 Europe in the 20th Century
5. One course on the economy, politics or society of a region other than the United States and Europe:

AFRICA

- [ANT 231 Africa: A Continent in Crisis]
- ANT 232 Third World Politics
- [GOV 224 Governments and Politics of the Middle East and North Africa]
- GOV 227 Government and Politics of Sub-Saharan Africa
- [GOV 321 Power and Politics in Africa: The Female Factor]
- GOV 345 South Africa in World Politics

ASIA

- GOV 228 Government and Politics of Japan
- [GOV 230 Government and Politics of China]
- [GOV 344 Seminar on Foreign Policy of the Chinese People's Republic]
- GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
- [GOV 349 The Political Economy of the Newly Industrializing Countries of Asia]

- [GOV 351 Seminar in Comparative Government and International Relations: Foreign Policy of Japan]
- [HST 210 Modern India]
- [HST 212 China in Transformation, A.D. 700–1900]
- [HST 213 Aspects of Chinese and Japanese History]
- [HST 214 Aspects of Chinese History: Religious Practice in China]
- HST 218 Thought and Art in China
- [HST 317 Topics in Chinese History]
- REL 270 Religious History of India (Ancient and Classical)
- [REL 271 Religious History of India (Medieval and Modern)]
- REL 272 Buddhist Thought

MIDDLE EAST

- [ECO 214 Economics of the Middle East and North Africa]
- [GOV 224 Governments and Politics of the Middle East and North Africa]
- GOV 229 Government and Politics of Israel
- GOV 248 The Arab-Israeli Dispute
- [HST 208 The Shaping of the Modern Middle East]
- REL 275 The Islamic Tradition

LATIN AMERICA

- ANT 237 Native South Americans: Conquest and Resistance
- [ECO 318 Seminar: Latin American Economics]
- GOV 226 Latin American Political Systems
- GOV 322 Seminar in Comparative Government: Gender, Education, Democracy in Latin America
- [GOV 324 Seminar in Comparative Government: Transitions to Democracy]
- [GOV 343 Seminar in International Politics]
- HST 261 National Latin America, 1821 to the Present
- [HST 263 Continuity and Change in Spanish America and Brazil]
- [HST 361 Problems in the History of Spanish America and Brazil]
- LAS 100 Perspectives on Latin America

At the discretion of the adviser, equivalent courses at other colleges may be substituted for Smith College courses. At least one of the six courses should be at the seminar level.

Interterm Courses Offered for Credit

[Courses in brackets will not be offered during the current year.]

[ARH 295j Museum Studies]

CHM 241j How NMR Really Works

CHM 342j NMR Spectroscopy in Two Dimensions

ESS 175j Applied Exercise Science

ESS 910j Badminton

ESS 955j Self-Defense I

[ESS 955j Self-Defense II]

[ESS 960j Squash (Beginning)]

FRN 255j Speaking (Like the) French:
Conversing, Discussing, Debating,
Arguing

GEO 235j Scanning Electron Microscopy
and Energy Dispersive X-Ray
Microanalysis

[GEO 270j Carbonate Systems and Coral Reefs
of the Bahamas]

[REL 215j Exploring the Holy Land]

A schedule of important dates and information
applicable to January Interterm courses is issued
by the registrar's office prior to preregistration in
the fall.

Italian Language and Literature

Professor

Alfonso Procaccini, Ph.D., *Chair*

Associate Professors

Giovanna T. Bellesia, Ph.D.

Anna Botta, Ph.D.

Assistant Professor

Giancarlo Lombardi, Ph.D.

Lecturers

†Vittoria Offredi Poletto, B.A.

Stephanie Price Foster, M.A.

[Courses in brackets will not be offered during the current year.]

It is recommended that students planning to major in Italian take HST 100a, HST 223a, 224b, one course in modern European history, and PHI 124a and 125b. Those intending to spend the junior year in Italy should take Italian in the first two years. Courses in European history and in other literatures are also recommended.

The prerequisite for 250a and all advanced courses is 110d or 120d. In all literature courses students will be required to write in Italian.

Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Italian

A basic introduction to Italian that emphasizes a gradual development of the language skills. Laboratory work is required. Preference given to first-year students. {F} 8 credits

Sections for fall as follows:

Giancarlo Lombardi, M W F 11 a.m.–12:10 p.m.

Alfonso Procaccini, M W F 1:10–2:20 p.m.

Sections for spring as follows:

Giancarlo Lombardi, M W F 11 a.m.–12:10 p.m.

Alfonso Procaccini, M W F 1:10–2:20 p.m.

110d Intensive Elementary Italian

One-year accelerated course to allow students to be admitted to courses in Group B (Literature) and to profit from study abroad. Regular attendance and language laboratory work are required.

Preference given to first- and second-year students. {F} 12 credits

Sections for fall as follows:

Stephanie Foster, M W F 9–9:50 a.m.,

T Th 9–10:20 a.m.

Giovanna Bellesia, M W F 10–10:50 a.m.,

T Th 10:30–11:50 a.m.

Giancarlo Lombardi, M W F 10–10:50 a.m.,

T Th 10:30–11:50 a.m.

Sections for spring as follows:

Stephanie Foster, M W F 9–9:50 a.m.,

T Th 9–10:20 a.m.

Giovanna Bellesia, M W F 10–10:50 a.m.,

T Th 10:30–11:50 a.m.

Giancarlo Lombardi, M W F 10–10:50 a.m.,

T Th 10:30–11:50 a.m.

120d Intermediate Italian

Grammar review and vocabulary building. Readings of modern Italian prose and some study of aspects of Italian culture. Prerequisite: 100d. Conversation and discussion meetings. {F} 8 credits

Stephanie Foster, M W F 11 a.m.–12:10 p.m.

220a High Intermediate Italian

Reading of and comment on not exclusively literary Italian texts and newspaper articles with special emphasis on syntax and style. English-Italian translation. Prerequisite: 110d, 120d, or permission of the department. Enrollment limited to 18 per section. {F} 4 credits

Sections as follows:

Giovanna Bellesia, M W F 11 a.m.–12:10 p.m.,

Th 3–3:50 p.m.

Anna Botta, M W F 1:10–2:20 p.m., Th one hour to be arranged

230b Advanced Italian

A continuation of 220a, with emphasis on development of style. Intensive oral and written work.

Prerequisite: 220a or permission of the department. {F} 4 credits

Anna Botta, M W F 1:10–2:20 p.m., T Th to be arranged

Literature

250b Survey of Italian Literature

Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. {L/F} 4 credits

Sections as follows:

Alfonso Procaccini, T Th 10:30–11:50 a.m.

Anna Botta, T Th 10:30–11:50 a.m.

332d Dante: *Divina Commedia*

{L/F} 8 credits

Alfonso Procaccini

Fall: W 7:30–9:30 p.m. and one hour to be arranged

Spring: W 7:30–10 p.m.

[334b Boccaccio and the Novella]

Themes, structure and style. Boccaccio's place in the tradition of European narrative. Bilingual texts. Conducted in English. {L} 4 credits

Alfonso Procaccini

338a Italian Literature of the 19th Century

Topic for 1998–99: The Italian Theatre from Verga to Dario Fo. {L} 4 credits

Anna Botta, M W 2:40–4 p.m.

[342a Italian Cinema]

A study of Italian film from Neorealism to the present. Directors include Visconti, De Sica, Rossellini, Antonioni, Fellini, Bertolucci and Moretti. Conducted in English. {L/A} 4 credits

343b Modern Italian Literature

Topic for 1998–99: Modern Italian Women Writers: Mothers and Daughters. This course provides an in-depth look at the changing role of women in Italian society. It focuses on the portrayal of motherhood by Italian women writers in the 20th century. Authors studied include Sibilla Aleramo, Elsa

Morante, Natalia Ginzburg and Dacia Maraini.

Limited enrollment, permission of the instructor required. Conducted in Italian. {L} 4 credits

Giovanna Bellesia, T Th 9–10:20 a.m.

404a Special Studies

By permission of the department, for senior majors who have had three semester courses above the introductory level. 4 credits

Members of the Department

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major

Advisers: Members of the Department.

Advisers for Study Abroad: Giovanna Bellesia, Anna Botta, Alfonso Procaccini.

Basis: ITL 220.

Requirements: the basis, 10 semester courses.

The 10 semester courses shall include 230b, 250b and 332d; and four of the following: [334], 338, [342], 343, 404, CLT 305 (all written work in the CLT courses must be done in Italian to be accepted for the Italian major).

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

The Minor

Advisers: Members of the Department.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as a possible overview of the history of Italian literature and culture.

Furthermore, it offers the possibility for the student returning from study abroad to continue with Italian on a limited program. If, for whatever reason, a student cannot or does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Requirements: six semester courses including the following: 220a, 230b and 250b. Choice of two from two different periods including: [334], 338, [342], 343, 404.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors

Directors: Members of the Department.

430d Thesis

8 credits

431a Thesis

8 credits

Basis: 220a.

Requirements: 10 semester courses in addition to the basis, as in the major, and a thesis written in both semesters of the senior year, with a final oral examination in Italian of the subject and the general area of the thesis.

Graduate

Advisers: Giovanna Bellesia, Anna Botta, Giancarlo Lombardi, Alfonso Procaccini.

550a Research and Thesis

4 credits

550b Research and Thesis

4 credits

550d Research and Thesis

8 credits

551a Advanced Studies

4 credits

551b Advanced Studies

4 credits

551d Advanced Studies

8 credits

Jewish Studies

†Howard Adelman, Ph.D., Associate Professor and
Director of the Jewish Studies Program
Elizabeth Shanks Alexander, Instructor in Jewish
Studies

Jewish Studies Advisory Committee

†Martha A. Ackelsberg, Professor of Government
Ernest Benz, Associate Professor of History
Donna Robinson Divine, Professor of Government,
Acting Director

Karl Paul Donfried, Professor of Religion and
Biblical Literature

**Lois Dubin, Associate Professor of Religion and
Biblical Literature

**Myron Peretz Glazer, Professor of Sociology
Daniel Horowitz, Professor of American Studies
and of History

Joel Kaminsky, Assistant Professor of Religion and
Biblical Literature

Peter Isaac Rose, Professor of Sociology

[Courses in brackets will not be offered during the current year.]

187a The Jewish Heritage

An introduction to the variety of literature in Jewish life, focusing on themes such as text and commentary, law and legend, daily reality and literary imagination, the individual and the community, the Land of Israel and the Diaspora, Ashkenazim and Sephardim. Textual examples from the Jewish sacred tradition will include the Hebrew Bible, Talmud, Zohar and modern theologians. {L/H} 4 credits

Elizabeth Shanks Alexander, M W F 11 a.m.–12:10 p.m.

200-Level Courses

224b Women in Rabbinic Literature

An introduction to the Jewish textual tradition, the world of rabbinic discourse, and the literary genres produced, including biblical narratives about women and female aspects of the deity and their interpretations in rabbinic commentaries. Explorations of the legal status of women in the Talmud, the Mishnah and Gemara, addressing issues of marriage, the family, divorce, menstruation, abandonment, education, religious participation, prayer, sexuality. All readings will be in English translation. {L/H} 4 credits

Elizabeth Shanks Alexander, M W F 11 a.m.–12:10 p.m.

[225a Feminism and Judaism]

An introduction to major texts and issues in the contemporary feminist transformation of Judaism. Topics will include the search for a usable past, women and Jewish law, new images of God, transformation of ritual, and new understandings of sexuality and family. (E) {S} 4 credits

234a Introduction to Rabbinic Literature

Through an elaborate dialogue with its biblical antecedents, rabbinic literature has shaped the values, rituals and theology of Judaism as it is practiced by Jews around the world today. This course introduces students to the foundations of classical Rabbinic Judaism through a close reading of sacred texts from the Rabbinic period. Focus will be on the primary values of rabbinic culture: study, commanded-ness and legal innovation. We will also explore the rabbinic reshaping of the biblical myths of creation and revelation. Attention will be paid to gaining competence and mastery in reading a variety of rabbinic genres: biblical interpretation (*midrash*), translation (*targum*), legal codes (*mishnah*) and legal commentary (*gemara*). {L} 4 credits

Elizabeth Shanks Alexander, M W F 2:40–4 p.m.

[AAS 255b History of African American and Jewish American Relations in the United States From the Colonial Period to About 1980]

The historical relationship between African-Americans and American Jews is long and complex. It intersects at many points and over many issues during the past two centuries. The points of extensive contact between African-Americans and American Jews will be the focus of this course. (E) {H/S} 4 credits

285b Jews and World Civilization, 333 B.C.E. to 1492 C.E.

Jewish life and thought in the Land of Israel under the Greeks and Romans; Jews under Islam; political and religious responses to the rise of Christianity; Jewish religion in medieval Europe. A study of how Jewish institutions grew and developed to accommodate changing historical circumstances. {H} 4 credits

Elizabeth Shanks Alexander, M W 2:40–4 p.m.

[286b Jews and European Civilization, 1492–1942]

A thematic overview of modern Jewish history in western, central and Eastern Europe, with related developments in America and the Middle East: expulsions and resettlement; constructions of Jewish citizenship by the Enlightenment and French Revolution; emancipation, assimilation and their discontents; rising nationalism and anti-Semitism; modern Jewish culture and politics, including Zionism. {H} 4 credits

Lois Dubin

300-Level Courses

Prerequisite: at least one 200-level course in Jewish studies, religion or history; or permission of the instructor.

383b Seminar in Jewish Studies

Topic for 1998–99: Law in the Jewish Imagination. An exploration of the central role of law in Jewish culture from the biblical period to modern times. In spite of the diverse cultural settings in which Jews have lived, law has continually provided a primary framework for relating to God. We will examine the different ways that Jews throughout the ages have conceptualized the spiritual import of law. Readings will include classical legal sources, medieval philosophy, modern theology. {H} 4 credits

Elizabeth Shanks Alexander, Th 1–2:50 p.m.

[385a Jewish Autobiography]

Reading and discussion of autobiographical writings from the past 200 years from Central, Western and Eastern Europe, the United States, Israel, the Holocaust and the Soviet Union. These readings will highlight the struggle for self-expression, family preservation and communal control in light of many diverse circumstances. Readings will be English translations from Hebrew, Yiddish and German. {L/H} 4 credits

[387b Seminar: Women in Jewish History]

The methodology and historiographic issues facing a reconstruction of the roles of Jewish women in different periods and different places; an evaluation of recent studies as well as a criticism of earlier ones; uses of primary sources such as rabbinic, communal, archival and personal. Periods covered include Roman, Ashkenazic, Sephardic, Middle Eastern, Renaissance, Early Modern, Enlightenment, Eastern Europe, Modern Germany, United States, Israel. Students will pursue their own research and make class presentations. Offered in alternate years. {H} 4 credits

404a Special Studies

4 credits

404b Special Studies

4 credits

The Minor

Advisers: Martha Ackelsberg and members of the Jewish Studies Advisory Committee.

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year, though earlier discussion is preferable.

The Jewish studies program offers an interdisciplinary approach to the study of the history, religion and culture of the Jews from the biblical period to the contemporary era. Students take courses in a variety of areas, including classical texts, Hebrew, history, Jewish thought, modern literatures and contemporary issues.

Jewish civilization has a recorded history of 4,000 years, spanning diverse geographic areas. While located in many civilizations, Jews have been most intimately involved with those of the West and the Middle East. Studying Jews and Judaism in these contexts provides students with insight into the complexities of culture and identity. A minor in Jewish studies well complements majors in several fields, among them religion, history, philosophy, government, anthropology, sociology, women's studies, ancient studies, medieval studies, American studies, and any language and literature program.

Requirements: a total of five courses, which must include:

1. JUD 187, The Jewish Heritage;
2. Four additional courses to be chosen from the list below, and distributed over any three of the areas of Jewish studies (i.e., classical texts, Hebrew, history, Jewish thought, modern literatures, contemporary issues). Some courses appear in more than one area. A student may use such a course to fulfill either one or the other of the distribution requirements, but may not use the same course to satisfy more than one such requirement.

I. Classical Texts

COURSES IN HEBREW BIBLE

- REL 210a Introduction to the Bible I:
Old Testament
- [REL 213b Prophecy in Ancient Israel]
- REL 313b Seminar: Exodus

COURSES IN RABBINIC LITERATURE

- JUD 224b Women in Rabbinic Literature
- JUD 234a Introduction to Rabbinic Literature

II. Hebrew

COURSES AT SMITH

- REL 100d Elementary Classical Hebrew
- [REL 285a Hebrew Religious Texts]
- [REL 285b Hebrew Religious Texts]

III. History

- JUD 285b Jews and World Civilization,
333 B.C.E.–1492 C.E.

- [JUD 286b Jews and European Civilization,
1492–1942]
- [JUD 387b Women in Jewish History]
- REL 220b Introduction to the Bible II: New Testament
- REL 320a Seminar: Jesus, Politics and Society
- [AAS 255b African American and Jewish American Relations in the United States from Colonial Times to about 1980]

IV. Jewish Thought

- [JUD 225a Feminism and Judaism]
- JUD 383b Seminar in Jewish Studies
Topic for 1998–99: Law in the Jewish Imagination
- [REL 110b H. Relating to the Other]
- [REL 110b F. Issues in Contemporary Judaism]
- REL 235a Jewish Spirituality: Philosophers and Mystics
- [REL 236a Jewish Thought in the Modern Period]

V. Modern Literatures

- GER 151a Jews and German Culture
- GER 351b Fontane's Berlin Novels
- [JUD 385a Jewish Autobiography]

VI. Contemporary Issues

- [AAS 255b African American and Jewish American Relations in the United States from Colonial Times to about 1980]
- [JUD 225a Feminism and Judaism]
- [GOV 224b Government and Politics of the Middle East and North Africa]
- GOV 229a Government and Politics of Israel
- GOV 248b The Arab-Israeli Dispute
- [REL 110b Sec. F: Issues in Contemporary Judaism]

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced studies in Jewish studies should consider beginning the study of modern Hebrew at the University of Massachusetts during their first year. See the director of the Jewish Studies Program or a member of the advisory committee.

Latin American and Latino/a Studies

Advisers and Members of the Latin American and Latino/a Studies Committee

Ann Zulawski, Associate Professor of History and of Latin American Studies, *Director*

Susan C. Bourque, Professor of Government

Charles Mann Cutler, Jr., Professor of Spanish and Portuguese

Velma García, Associate Professor of Government

Donald Joralemon, Associate Professor of Anthropology

Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American Studies

Nola Reinhardt, Associate Professor of Economics
Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese

Maria Estela Harrette, Assistant Professor of Spanish and Portuguese

Dana Leibsohn, Assistant Professor of Art
Michelle Joffroy, Instructor in Spanish and Portuguese

Mendenhall Fellow

Ginetta Candelario, M.A. (Latin American Studies and Sociology)

[Courses in brackets will not be offered during the current year.]

100a Perspectives on Latin America

An interdisciplinary introduction to some critical themes and issues in Latin American culture and history. Lectures and discussions will focus on such topics as perceptions of conquest; women in colonial times; nation building in the 19th century; 20th-century revolutions and the international context. Recommended for first- and second-year students. **{H/S}** 4 credits

Ann Zulawski, T Th 1–2:20 p.m.

201a Colloquium in Latin American and Latino Studies

Topic for 1998–99: Latinos and Social Policy. This interdisciplinary course introduces students to the historical roots, cultural diversity and political-economic conditions of Latinos in the United States. The course examines key formative aspects of Latino social and cultural life, including bilingualism, biculturalism, racial formation and inter-ethnic relations. In addition, the course focuses on institutional structures and major public policy issues relevant to Latino populations, including immigration, education, language, housing and politics. We explore how the multiple influences on Latino life contribute to the generation and

negotiation of Latino identities in the context of evolving concerns in the United States over nationhood, class, culture, gender and racial formation. **{S}** 4 credits

Brenda Bright, M W 1:10–2:30 p.m.

301b Seminar: Topics in Latin American Studies

Topic for 1998–99: Contemporary Latina Theatre. From the shoestring budgets of their collective theatre pieces of the 1960s to their high-tech, multimedia performance art of the 1990s, U.S. Latinas have moved from their marginal positions backstage to become the central protagonists of the efflorescent, hybrid, multicultural art form that is Latina theatre today. In this course, we will read a variety of plays, performance pieces, puppet shows and other art forms that define U.S. Latina theatre from the early seventies to the present. Critical readings will accompany the texts. Every effort will be made to actually see a performance of some manifestation of Latina theatre. **{L/A}** 4 credits
Nancy Saporta Sternbach, M W 1:10–2:30 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, history, literature, government and theatre.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America:
María Estela Harretche.

Adviser for Study Abroad in Brazil: Charles Cutler.

Five-year option with Georgetown University:
Students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LAS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: HST 260a and HST 261b.

Requirements:

1. Two courses in Spanish American literature—usually SLL 260a and SLL 261b. Advanced language students may replace one of these with a topics course, such as SLL 372a or SLL 373b. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Five semester courses (at the intermediate or advanced level) dealing with Latin America and Brazil; at least three of the five must be in the

social sciences (anthropology, economics, government); at least two of the five must be 300-level courses.

Approved courses for 1998–99

ANTHROPOLOGY

237b Native South Americans: Conquest and Resistance

ART

[202a Arts of the Pre-Columbian Andes]
204b Arts of Pre-Columbian Mesoamerica
[304a Arts of Africa, Oceania and the Americas]

COMPARATIVE LITERATURE

268b Latina and Latin American Women Writers

DANCE

142a C. Cuban Dance
142b D. Haitian Dance

ECONOMICS

211a Economic Development
[318b Seminar: Latin American Economics]

GOVERNMENT

216b Minority Politics
226b Latin American Political Systems
307b Seminar in American Government
Topic: Latinos and Politics in the United States
322a Seminar in Comparative Government
Topic: Gender, Education and Democracy in Latin America
[343b Seminar in International Politics]

HISTORY

260a Colonial Latin America, 1492–1821
261b National Latin America, 1821 to the Present
[263b Continuity and Change in Spanish America and Brazil]
[361b Problems in the History of Spanish America and Brazil]

SPANISH AND PORTUGUESE

- [POR 210b Literature and Culture in the Portuguese-Speaking World: Brazil in Music, Film and Literature]
- POR 220b Literary Currents in the Portuguese-Speaking World (in Portuguese)
- SLL 260a Survey of Latin American Literature I
- SLL 261b Survey of Latin American Literature II
- SLL 265a Topics in Latin American Literature
Topic for 1998–99: Latin American Film as Visual Narrative
- [SLL 370b Literary Genres in the Latin American Novel]
- [SLL 371a Latin American Literature in a Regional Context]
- SLL 372b Themes in Latin American Literature
Topic for 1998–99: Translating Poetry from the Spanish- and Portuguese-Speaking World
- SLL 373a Literary Movements in Spanish America. Topic for 1998–99: Mexico in Its Revolutions, 1910–1997

The Minor in Latin American Studies

Requirements: six courses dealing with Latin America to be selected from anthropology, art, economics, government, history and literature. They must include HST 260, HST 261, and SLL 260a or SLL 261b, and at least one course at the 300 level.

The Minor in Latino/a Studies (effective 1998–99)

Requirements: six courses which must include the following: HST 260 or HST 261, SLL 260a or SLL 261b, one other class on Latin America to be chosen from anthropology, art, economics, government, history or literature; and three classes in Latino/a studies to be chosen from CLT 268, GOV 216, GOV 307, LAS 201a, LAS 301b. At least one of the six courses must be at the 300 level. Students may count one course in Latino/a studies from another Five College institution toward the minor; students may also substitute a Spanish-language class at the 200 level for SLL 260a/SLL 261b.

Honors

Director: Marina Kaplan.

430d Thesis

8 credits

431a Thesis

8 credits

Admission by permission of the Latin American Studies Committee.

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student's junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis.

For Five College Certificate in Latin American Studies, see the description on page 361.

Logic

Co-Directors and Advisers

****James Henle**, Professor of Mathematics

Merrie Bergmann, Associate Professor of Computer Science

[Courses in brackets will not be offered during the current year.]

In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

100a Valid and Invalid Reasoning: What Follows from What?

The study of logical arguments, both in the abstract and as they appear in the real world, with examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. **{M}** 4 credits

James Henle (Mathematics) and Charles Silver
Lec. M W 11 a.m.–12:10 p.m.

Discussion sections as follows:

Th 9–10:10 a.m.

Th 10:30–11:40 a.m.

F 11 a.m.–12:10 p.m.

[101b Plausible and Implausible Reasoning: What Happened? What Will Happen Next?]

The study of quantitative arguments, both in the abstract and as they appear in the real world, with examples drawn from law, economics, political theory, commercials, mathematics, psychology, debating and the popular press. Symbolic translation, modeling, puzzles, paradoxes and the analysis of statistical discourse. Enrollment limited to 24.
4 credits

PHI 202b Symbolic Logic

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. **{M}** 2 credits

Merrie Bergmann, M W F 1:10–2:30 p.m.

PHI 203b Topics in Symbolic Logic

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Prerequisite: LOG 100 or PHI 202. Topic: Vagueness and Fuzzy Logic. After the initial meeting, the course will meet for the second half of the semester. **{M}** 2 credits

Merrie Bergmann, M W F 1:10–2:30 p.m.

404a Special Studies

4 credits

404b Special Studies

4 credits

The Minor

Minors in logic, to be designed in consultation with a co-director, will consist of at least 20 credits including:

LOG 100 or PHI 202, but not both
MTH 153 or CSC 250
MTH 217 or PHI 220

Additional courses may be chosen from the following list:

CSC 111	Computer Science I
CSC 250	Foundations of Computer Science
CSC 270	Digital Circuits and Computer Systems
[CSC 290	Introduction to Artificial Intelligence]
LOG 404	Special Studies in Logic
MTH 153	Discrete Mathematics
[MTH 217	Mathematical Structures]
PHI 203	Topics in Symbolic Logic
PHI 220	Logic and the Undecidable
PHI 236	Linguistic Structures
[PHI 322	Topics in Advanced Logic]

Depending on the topic, the courses listed below may also be taken for Logic minor credit:

[CSC 390	Seminar in Artificial Intelligence]
MTH 224	Topics in Geometry
[MTH 238	Topics in Number Theory]
MTH 343	Topics in Mathematical Analysis
[MTH 350	Topics in the History of Mathematics]
[PHI 362	Seminar: Philosophy of Language]

There are also courses at Five College institutions that may be acceptable—courses in linguistics and law, for example.

Marine Sciences

Advisers

H. Allen Curran, Professor of Geology,
Co-Director

******Paulette Peckol, Professor of Biological
Sciences, *Co-Director*

*John Burk, Professor of Biological Sciences
Mary Laprade, Lecturer in Biological Sciences

[Courses in brackets will not be offered during the current year.]

The marine sciences minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: six courses, no more than three of which can be taken at other institutions, including three required courses as follows: GEO 108b Oceanography; BIO 264a Marine Ecology (BIO 265a must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

BIOLOGICAL SCIENCES

- 242a Invertebrate Zoology and required Concurrent Laboratory 243a
- 260a Principles of Ecology and optional Concurrent Laboratory 261a
- [338b Morphology of Algae and Fungi and required Concurrent Laboratory 339b]
- [350b Biogeography]
- [356a Plant Ecology and required Concurrent Laboratory 357a]
- [364b Topics in Environmental Biology]
- 400 Special Studies (a or b)

GEOLOGY

- 231a Invertebrate Paleontology and Paleocology
- 232a Sedimentology
- [270] Carbonate Systems and Coral Reefs of the Bahamas]
- 311a Environmental Geophysics
- 355b Geology Seminar

SOCIAL SCIENCES

- ECO 224b Environmental Economics
- GOV 243a International Law
- GOV 404 Special Studies (a or b)
- PPL 303b Public Policy for Marine and Coastal Resources

FIVE COLLEGE COURSE POSSIBILITIES

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

- Biology 524s: Coastal Plant Ecology
- Geology 591f: Marine Micropaleontology
- Res EC 474s: Marine Resources Economics
- Geography 391As: Coastal Resource Policy

OFF-CAMPUS COURSE POSSIBILITIES

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs: Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies.

Mathematics

Professors

Marjorie Lee Senechal, Ph.D.
James Joseph Callahan, Ph.D.
Michael O. Albertson, Ph.D.
David Warren Cohen, Ph.D.
**James M. Henle, Ph.D.

Associate Professors

Patricia L. Sipe, Ph.D.
Katherine Taylor Halvorsen, D.Sc., *Chair*

Pau Atela, Ph.D.
**Ruth Haas, Ph.D.

Assistant Professors

Yung-Pin Chen, Ph.D.
Leanne Robertson, Ph.D.
Christophe Golé, Ph.D.

Lecturer

Mary Murphy, M.A.T.

[Courses in brackets will not be offered during the current year.]

A student with three or four years of high school algebra (the final year may be called analysis, pre-calculus, trigonometry, functions or AP mathematics) but no calculus should enroll in Calculus I (111) or Intensive Calculus with Discrete Mathematics (125—open by permission of the instructor only). A student with a year of calculus will normally enroll in both Discrete Mathematics (153) and Calculus: Effective Computation and Power Series (114) in her first year. If a student has a year of BC calculus, she may omit Calculus: Effective Computation and Power Series.

A student with two years of high school algebra should enroll in Elementary Functions (102). This course provides a solid basis for calculus, and some of our majors start here. A student who has not studied mathematics for an extended period of time should consult Mary Murphy about beginning with Algebra and Elementary Functions (101).

Statistical Thinking (107) is an introduction to statistics at an elementary level. Both 105 and 107 are intended for students not (at the time) considering a major in mathematics.

A student who has a score of 4 or 5 on the AB Calculus Examination can receive four credits, providing she does not take 111 or 112 for credit. If she has a score of 4 or 5 on the BC Examination she can receive eight credits, providing she does not take 111, 112 or 114 for credit. She can receive credit for at most one of these examinations.

A student who has a score of 4 or 5 on the AP

Statistics Examination can receive four credits, providing she does not take 107 or 245 for credit.

Students who are considering a major or minor in mathematics are encouraged to talk to a member of the department about the courses, goals and schedules.

For further information about the mathematics program, consult *A Guide to Mathematics at Smith* (available from department members).

101d Algebra and Elementary Functions

The fundamentals of algebra and pre-calculus mathematics, with emphasis on the development of problem solving techniques and analytical thinking. Topics include linear and quadratic equations and the properties and graphs of polynomials, rational, exponential, logarithmic and trigonometric functions. Enrollment limited. Admission by permission of the instructor. This is a full-year course. Students may not receive credit for both 101d and 102a or b. **{M}** 8 credits
Mary Murphy, M W F 1:10–2:30 p.m.

Lab to be arranged

102a Elementary Functions

Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for

students planning to teach in elementary school or middle school. **{M}** 4 credits

Yung-Pin Chen, M W F 10–10:50 a.m.

Lab Th 3–4:50 p.m.

[102b Elementary Functions]

A repetition of 102a. **{M}** 4 credits

105b Discovering Mathematics

This course provides a place where intuition and creativity play as large a role as reasoning and analytic skills in the exploration of mathematics. Students from all disciplines are welcome. There are no prerequisites. **{M}** 4 credits

Christophe Golé, M W F 9–9:50 a.m.,

Th 8–8:50 a.m.

107a Statistical Thinking

An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. We will design our own experiments, collect and analyze the data, and write reports on our findings. Prerequisite: high school algebra. **{M}** 4 credits

Yung-Pin Chen, T Th 9–10:20 a.m.

111a Calculus I

Rates of change, differential equations and their numerical solution, integration, differentiation and the fundamental theorem of the calculus. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor. **{M}** 4 credits

Members of the Department

Sections as follows:

M T W F 8–8:50 a.m.

M W F 9–9:50 a.m., Th 8–8:50 a.m.

M W F 11 a.m.–12:10 p.m.

M W F 1:10–2:30 p.m.

M W F 2:40–4 p.m.

111b Calculus I

A repetition of 111a. **{M}** 4 credits

Members of the Department

Sections as follows:

M T W F 8–8:50 a.m.

M W F 11 a.m.–12:10 p.m.

112a Calculus II

Applications of the integral, dynamical systems, infinite series, and approximation of functions. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Fourth hour or lab at the option of the instructor. Prerequisite: 111a or b or the equivalent. **{M}** 4 credits

Mary Murphy, M W F 11 a.m.–12:10 p.m.

112b Calculus II

A repetition of 112a. Prerequisite: 111a or b or the equivalent. **{M}** 4 credits

Members of the Department

Sections as follows:

M W F 11 a.m.–12:10 p.m.

M W F 1:10–2:30 p.m.

114a Calculus: Effective Computation and Power Series

Power series and convergence, differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114a or b and 111a or b or 112a or b. **{M}** 4 credits

Members of the Department

Sections as follows:

M W F 9–9:50 a.m., Th 8–8:50 a.m.

M W F 11 a.m.–12:10 p.m.

M W F 1:10–2:30 p.m.

114b Calculus: Effective Computation and Power Series

A repetition of 114a. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114a or b and 111a or b or 112a or b. **{M}** 4 credits

James Callaban, M W F 9–9:50 a.m.,

Th 8–8:50 a.m.

119a Introduction to Mathematics

What is mathematics? A survey of important ideas from the major areas of mathematics. Topics selected on the basis of esthetics and lasting impact. Laboratories explore the role of experimentation in mathematics. Prerequisite: four years of high school mathematics, or permission of the instructor. Enrollment limited to 24. **{M}** 4 credits
Michael Albertson, T Th 9–10:20 a.m.,
 T 1–2:50 p.m.

125d Intensive Calculus with Discrete Mathematics

An introduction to discrete and continuous mathematical modeling, including calculus, combinatorics, algorithms, computation and numerical methods. The scientific context will be emphasized, and computers are used in classes and laboratories. Topics will include counting, rates of change, recursion, differentiation, integration, discrete and continuous dynamical systems, mathematical induction, and infinite series. Course work will be concentrated during the fall. Credits are apportioned eight for the first semester and four for the second semester. Consequently, students are advised to take only two additional courses during the first semester, but three during the second semester. Enrollment limited to 25. Permission of the instructor required. **{M}** 12 credits
David Cohen
 Fall: M W F 10–10:50 a.m., T Th 1–2:50 p.m.,
 W 7:30–9:30 p.m.
 Spring: M W F 10–10:50 a.m., W 7:30–9:30 p.m.

153a Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. **{M}** 4 credits
Michael Albertson, M W 2:40–4 p.m.
Ruth Haas, T Th 10:30–11:50 a.m.

153b Introduction to Discrete Mathematics

A repetition of 153a. **{M}** 4 credits
Leanne Robertson, M W F 10–10:50 a.m.,
 Th 4–4:50 p.m.
Michael Albertson, T Th 10:30–11:50 a.m.

211a Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Prerequisite: 112a or b or the equivalent, or 111a or b and 153a or b; 153a or b is suggested. **{M}** 4 credits
Leanne Robertson, M W F 10–10:50 a.m.,
 Th 4–4:50 p.m.
Christophe Golé, T Th 10:30–11:50 a.m.

211b Linear Algebra

A repetition of 211a. **{M}** 4 credits
Pau Atela, M W F 9–9:50 a.m., Th 8–8:50 a.m.
Patricia Sipe, M W F 10–10:50 a.m., Th 4–4:50 p.m.

212a Calculus III

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two- and three-dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: 112a or b and 211a or b. 211 may be taken concurrently. **{M}** 4 credits
James Henle, M W F 9–9:50 a.m., Th 8–8:50 a.m.

212b Calculus III

A repetition of 212a. **{M}** 4 credits
Pau Atela, M W F 11 a.m.–12:10 p.m.

[217b Mathematical Structures]

Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: LOG 100a, PHI 121a or b, or a 200-level mathematics course, or permission of the instructor. **{M}** 4 credits

PHI 202b Symbolic Logic**PHI 220b Logic and the Undecidable****PHY 211b Mathematical Methods of Physical Sciences and Engineering II****222b Differential Equations**

Theory and applications of ordinary differential equations. Prerequisites: 211a or b, and 212a or b; 212 may be taken concurrently. **{M}** 4 credits
Christophe Golé, M W F 11 a.m.–12:10 p.m.

224b Topics in Geometry

Topic for 1998–99: To be announced. Prerequisites: 211a or b and 212a or b. **{M}** 4 credits
Leanne Robertson, M W F 9–9:50 a.m., Th 8–8:50 a.m.

225b Advanced Calculus

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: 211a or b, and 212a or b, or permission of the instructor. **{M}** 4 credits
Patricia Sipe, M W F 1:10–2:30 p.m.

233a An Introduction to Modern Algebra

An introduction to the concepts of abstract algebra, including groups, quotient groups, rings and fields. Prerequisites: 112a or b or the equivalent, and 211a or b, or permission of the instructor. **{M}** 4 credits
Ruth Haas, T Th 9–10:20 a.m.

[238b Topics in Number Theory]

Prerequisite: 153a or b, 211a or b, or permission of the instructor. **{M}** 4 credits

243a Introduction to Analysis

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: 211a or b, and 212a or b, or permission of the instructor. **{M}** 4 credits
James Henle, T Th 3–4:50 p.m.

245a Introduction to Probability and Statistics

An application-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize com-

puter analysis of real data. Students choose between a lab for biology majors and a lab for all other majors. Prerequisite: 111a or b, or 153a or b, or one year of high school calculus, or permission of the instructor. Lab sections limited to 15. **{M}** 4 credits

Katherine Halvorsen, Stephen Tilley (Biological Sciences)

Sections as follows:

M W F 11 a.m.–12:10 p.m.

M W F 1:10–2:30 p.m.

Lab sections as follows:

M 2:40–4 p.m.

M 2:40–4 p.m. (reserved for biology majors)

W 2:40–4 p.m.

W 2:40–4 p.m. (reserved for biology majors)

246a Probability

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: 153a or b and 212a or b, or permission of the instructor. **{M}** 4 credits
Christophe Golé, T Th 1–2:50 p.m.

247b Statistics: Introduction to Regression Analysis

The analysis of data using linear models. Applications of least squares theory including regression, analysis of variance. Prerequisites: 211a or b and one of the following: 107a, 245a, ECO 190a or b, SSC 190a or b, PSY 113a or b. **{M}** 4 credits
Katherine Halvorsen, M W F 1:10–2:30 p.m.

CSC 250a Foundations of Computer Science**253a Combinatorics and Graph Theory**

An introduction to the finite structures of combinatorics and their enumeration: induction, counting techniques, permutations and combinations, binomial coefficients, sets and pairing problems, and graph theory. Additional topics selected from binary matrices, Latin squares, finite projective planes, block designs, coding theory. Prerequisites: 211a or b, 153a or b, or permission of the instructor. **{M}** 4 credits
Michael Albertson, T Th 10:30–11:50 a.m.

[264a Topics in Applied Mathematics]
{M} 4 credits

[270b Introduction to Numerical Methods]

Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisites: 211a or b, and some knowledge of a computer language, e.g., FORTRAN or Pascal. **{M}** 4 credits

307b Topics in Mathematics Education

Topic for 1998–99: To be announced. Prerequisite: 112a or b, 153a or b, or permission of the instructor. **{M}** 4 credits

Mary Murphy, T Th 1–2:50 p.m.

325a Complex Analysis

Complex numbers, functions of a complex variable, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 225b or 243a, or permission of the instructor. **{M}** 4 credits

Offered at Mount Holyoke College, to be arranged

333b Topics in Abstract Algebra

Topic for 1998–99: To be announced. Prerequisite: 233a. **{M}** 4 credits

Offered at Mount Holyoke College, to be arranged

342a Topics in Topology and Geometry

Topic for 1998–99: Optimization in a Historical Context. The calculus of variations, including the study of geodesics on surfaces. Prerequisite: 243a or permission of the instructor. **{M}** 4 credits

Patricia Sipe, M W F 11 a.m.–12:10 p.m.

343b Mathematical Analysis

A continuation of MTH 243. We continue our study of analysis with sequences and series of functions, Euclidean spaces and metric spaces, implicit functions, curves and surfaces. Further topics may be chosen from: Fourier series, Lebesgue integrations, multiple integrals, and ordinary differential equations. Prerequisite: 243a or permission of the instructor. **{M}** 4 credits

David Cohen, T Th 3–4:50 p.m.

346b Seminar: Mathematical Statistics

An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include random variables, special distributions, introduction to the estimation of parameters and hypothesis testing. Prerequisites:

212a or b and 246a. **{M}** 4 credits

Yung-Pin Chen, T Th 1–2:50 p.m.

[350b Topics in the History of Mathematics]

Topic: Mathematical Communities. Subjects will include Plato's Academy, Fermat and his correspondents, mathematics at Göttingen, and the funding of American mathematics. Prerequisite: any two of 217a, 224a, 233a, 238a, 243a, or permission of the instructor. **{M}** 4 credits

Marjorie Senechal

353b Advanced Topics in Discrete Applied Mathematics

Topic for 1998–99: Complexity Theory. Good vs. bad algorithms, easy vs. intractable problems. The complexity classes P, NP and an investigation of NP-Completeness. The algorithms will be drawn from number theory, linear algebra, combinatorics and graph theory, and computer science. Alternates with MTH 364a. Prerequisites: 211, 212, 253 or permission of the instructor. **{M}** 4 credits

Michael Albertson, T Th 9–10:20 a.m.

364a Advanced Topics in Continuous Applied Mathematics

Topic for 1998–99: Numerical Methods. Prerequisites: 211a or b, 212a or b. **{M}** 4 credits

Pau Atela, M W F 2:40–4 p.m.

404a Special Studies

By permission of the department, for majors who have had at least four semester courses at the intermediate level. 4 credits

404b Special Studies

4 credits

The Major

Advisers: Michael Albertson, Pau Atela, James Callahan, David Cohen, Ruth Haas, Katherine Halvorsen, James Henle, Marjorie Senechal, Patricia Sipe.

Adviser for Study Abroad: David Cohen.

Requirements: 10 semester courses, including 153a or b, 211a or b and 212a or b. All courses must come from the intermediate (200) level or

above, except that two courses may be counted from 112a or b, 114a or b, 153a or b. At least one course must be at the 300 level; however, neither 307 nor 404 satisfies this requirement. Only Smith College courses (which may meet at Smith or Mount Holyoke) satisfy the 300-level requirement. One or two of the required courses may be replaced by twice as many courses from the following courses: AST [337b], 351a, 352b; CHM 331a, 332b; CSC 240b, 252a, [274b], [390b]; PHY 214b, 220a, 222a, [322b], [340b]. Normally, all courses that are counted toward the requirements listed here must be taken for a letter grade.

Note that 10 semester courses at Smith College normally total 40 credits. A student transferring credits from other institutions must have 10 courses totaling at least 38 credits and have her program approved by her adviser. Advanced Placement credit may not be counted toward the mathematics major.

The Minor

Adviser: Patricia Sipe.

The minor in mathematics consists of 211a or b plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above. Normally, all courses that are counted toward these requirements must be taken for a letter grade.

Applied Mathematics Minor

153, 212, 222, 225, 233, 243, 245, 246, 247, 253, [264], [270], 325, 346, 353, 364, PHY 211.

Discrete Mathematics Minor

153, [270], PHI 220, 233, [238], CSC 250, 253, 333, 353.

Algebra-Analysis-Geometry Minor

153, 212, [217], PHI 220, 224, 233, [238], 243, 325, 333, 342, 343.

Statistics Minor

212, 245, 246, 247, 346.

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

Honors

Director: Patricia Sipe.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: In addition to the credits required for the major, students must take 431a or 432d (for either 8 or 12 credits) in the senior year.

Directed reading, exposition and a thesis. The topic of specialization should be chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: In addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

Graduate

580a Special Studies in Topology and Analysis

4 credits

580b Special Studies in Topology and Analysis

4 credits

581a Special Studies in Modern Geometry

4 credits

581b Special Studies in Modern Geometry

4 credits

582a Special Studies in Algebra

4 credits

Medieval Studies

Advisers and Members of the Medieval Studies Council

Alfonso Procaccini, Professor of Italian Language and Literature

Joachim Stieber, Professor of History, *Director (Spring)*

Brigitte Buettner, Associate Professor of Art

Craig Davis, Associate Professor of English Language and Literature, *Director (Fall)*

Eric Graf, Assistant Professor of Spanish and Portuguese

Keith Lewinstein, Assistant Professor of History and of Religion and Biblical Literature

[Courses in brackets will not be offered during the current year.]

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Basis: Two semester courses in different departments, chosen from among the following: ART 100d (only the first semester may be counted for credit in the major); ENG 200d (only the first semester may be counted for credit in the major); FRN 253a or b; HST 100a; ITL 250a; MUS 200a; SPN 250a or SPN 251b. If LAT 100d or LAT 111b is taken, four credits may be counted toward the basis.

Latin Requirement: All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. Normally, this will be Medieval Latin (Latin 214b) or a course in Virgil (Latin 213b) or Ovid (Latin 216b). If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d or Latin 111b (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

Required Courses:

1. A total of eight semester courses, excluding the basis and the Latin requirement.
2. Six courses at the 200 level or above, as follows: (1) medieval history (four credits); (2) medieval religion (four credits); (3) one course (four credits) in either medieval art or music; (4) two courses (eight credits) in medieval language and/or literature, not necessarily taken in the same department: one course in classical Latin literature may be taken in fulfillment of this requirement; and (5) one other course (four credits). These six 200-level courses are to be chosen from the list of approved courses below.
3. Concentration: two additional courses, including at least one at the 300 level, must be taken in one of the first four areas listed above.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

The Minor

Required Courses: Students who wish to qualify for a minor in medieval studies must demonstrate a basic working knowledge of Latin as defined in the Latin requirement and take five courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history, one course in art or music, and one course in a medieval vernacular literature. One of the five courses should be a seminar or a comparable course at the 300 level. Three of the courses should deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Latin Requirement: The Latin requirement for the minor is the same as for the major.

Approved Courses for 1998-99

ART

- 220a Relics and Reliquaries
- [230a Early Medieval Art]
- 232b Romanesque Art
- [234a Gothic Art]
- 240b Portraiture

COMPARATIVE LITERATURE

- [309b Arthurian Literature of the Middle Ages]

ENGLISH

- [214a Old English]
- [215b *Beowulf*]
- 216a/b Chaucer
- [217b Old Norse]

FRENCH

- 253a/b Medieval and Renaissance France

HISTORY

- 207b Islamic Civilization to the 15th Century
- [224a Europe in the Age of Migration, 300-1050]
- [225b Europe in the Age of the Commercial Revolution, 1050-1300]
- 226b Social History of European Monasticism
- 227a Early English History
- 230a Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy
- [291a The Plague of Justinian and the Black Death]
- [325b Early European History to 1300]

ITALIAN

- 250b Survey of Italian Literature
- 332d Dante: *Vita Nuova*, *Divina Commedia*
- [334b Boccaccio and the Novella]

JEWISH STUDIES

- 224b Women in Rabbinic Literature
- 285a Jews and World Civilization, 333 B.C.E. to 1492 C.E.
- [387b Women in Jewish History]

LATIN

- 213b Virgil, *Aeneid*
- 214b Medieval Latin
- 216a Poetry of Ovid

MUSIC

- 200a A Historical Survey of Music
- [302b Music in the Middle Ages]
- 503b Seminar in Medieval Music

RELIGION AND BIBLICAL LITERATURE

- [230a Western Christian Thought and Practice (30-1100)]
- 231b Eastern Christian Thought and Practice
- 232a Western Christian Thought and Practice (1100-1800)
- 235a Jewish Spirituality: Philosophers and Mystics
- 274a The Making of Muhammad
- 275b The Islamic Tradition

SPANISH AND PORTUGUESE

- 250a Medieval and Early Modern Castilian Literature

- [330b The Epic Tradition: Poems, Chronicles
 and Ballads]
- [331a The Structure of the Spanish Middle
 Ages in Literature]
- [332a Love and Desire in Medieval Literature]

404a Special Studies

Admission by permission of the instructor and the
Medieval Studies Council. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

Honors

430d Thesis

Admission by permission of the Medieval Studies
Council. 8 credits

Requirements: the same as those for the major,
except that the thesis (eight credits) shall count as
one course (four credits) in the area of concen-
tration. The subject of the thesis should, prefer-
ably, be determined during the second semester of
the junior year. There shall be an oral examination
on the thesis.

Music

Professors

Philipp Otto Naegele, Ph.D.
 William Petrie Wittig, Mus.M.
 Ronald Christopher Perera, A.M.
 Peter Anthony Bloom, Ph.D.
 Donald Franklin Wheelock, M.Mus.
 John Porter Sessions, Mus.M., *Chair*
 Richard Jonathan Sherr, Ph.D.
 Monica Jakuc, M.S.
 Ruth Ames Solie, Ph.D.
 **Kenneth Edward Fearn, Mus.M.
 Karen Smith Emerson, M.M.
 Jane Bryden, M.M.

Associate Professors

Janet Lyman Hill, M.A.
 †Raphael Atlas, Ph.D.
 John Van Buskirk, M.M.

Assistant Professors

Grant Russell Moss, D.M.A.
 Margaret Sarkissian, Ph.D.

Lecturers

Jonathan Hirsh, D.M.A.
 Thomas Kim, M.M.
 †Andrew Jaffe

Teaching Fellows

Jennifer Griffith
 Sudie Marcuse Blatz, M.M.
 Kerri Ann Scannell

[Courses in brackets will not be offered during the current year.]

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110a and 111b in the first year and 200a and 201b in the sophomore year.

Introductory Courses

100a Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. 4 credits

A. Fundamentals of Music

An introduction, intended for beginners, to music notation and to principles of musical organization, including scales, keys, rhythm and meter. {A}

Grant Moss, M W F 1:10–2:30 p.m.
Donald Wheelock, T Th 3–4:50 p.m.

B. Music, the Visual Arts and the Media

An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film and television. {A}
William Wittig, T 1–2:50 p.m., Th 1–1:50 p.m.

[C. Contemplating Opera]
 {A}

D. The Art of Listening

An introduction to music for audience members, dealing primarily with the standard classical repertory. How basic knowledge of composers, genres and style periods—and the information conveyed on concert programs—can focus musical expectations and heighten understanding and enjoyment. Attendance at concerts will be stressed. {A}
Ruth Solie, M W F 11 a.m.–12:10 p.m.

E. Music in France in the Good Old Days

Music in France (by Bizet, Massenet, Wagner, Debussy and others) in the period from the 1870s to the First World War—the so-called *belle époque* or “good old days”—when the stock of native musicians witnessed a dramatic rise on the French aesthetic market. Video and audio recordings; selected readings. To improve their ability to think and to *write* about music, students will prepare a series of one-page papers as the bases of discussions of such issues as operatic characterization and the relationship of operatic settings to literary sources. **{A}**

Peter Bloom, T Th 9–10:20 a.m.

F. East Meets West: Mozart to World Beat

Is “cultural gray-out” inevitable? Could the world become a “global village”? This course aims to answer such questions by examining the wide variety of musical responses to cross-cultural contact. Topics under discussion will range from Orientalism in the history of Western art music to the impact of modern technology on the contemporary World Beat phenomenon. **{A}**

Margaret Sarkissian, M W F 9–9:50 a.m.

100b Colloquia

4 credits

A. Fundamentals of Music

A repetition of 100a (A). **{A}**

Anne Wheelock, M W F 11 a.m.–12:10 p.m.

B. Music, the Visual Arts and the Media

A repetition of 100a (B). **{A}**

William Wittig, T 1–2:50 p.m., Th 1–1:50 p.m.

[C. Women, Men and Music in the Western Tradition]

This course investigates the construction of gender in music, as well as the roles of women and men in musical activities (such as composition and performance) and activities connected with music-making (such as writing about music and patronage) within selected Western traditions from the late 18th to the late 20th centuries. **{A}**

D. Music and Gender in Cross-Cultural Perspective

Using case studies ranging from the Middle East to Native America as points of departure, this course will explore the role of music in processes of socialization, segregation and gender-based power relations. Although the readings will focus primarily on non-Western musics, contemporary manifestations of American popular music culture will also be considered. **{S/A} WI**

Margaret Sarkissian, M W F 10–10:50 a.m.

E. Contemplating Opera

An introduction to opera through a close examination of selected works. Emphasis on the way composers respond to the dramatic action and characterization provided by a libretto. Operas to be studied will include *Carmen*, *Curlew River*, *Don Giovanni*, *Madama Butterfly*, *Porgy and Bess*, *Treemonisha*, *The Yellow Wallpaper*. The work of the course will include viewing operas on videotape. **{A}**

Richard Sherr, M W F 10–10:50 a.m.

[F. Jazz: Listening and Analysis]

Designed to acquaint students with some primary forms and practitioners of the jazz idiom. Listening skills and biographies of important performers will be emphasized. Student participation and writing will be emphasized, and the course will conclude with student-led group presentations. Among the artists discussed will be Louis Armstrong, Billie Holiday, Duke Ellington, Billy Strayhorn, Charlie Parker, John Coltrane, Thelonius Monk, Miles Davis, Gil Evans, Antonio Carlos Jobin and Dizzie Gillespie. No prior musical training is required. (E) **{A}**

[G. Choral Music]

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. **{A}**

H. Words and Music

An introduction to music through listening with an emphasis on the examination of words composers have chosen to set to music for song and stage. Knowledge of music notation not required. Some material will be chosen in accordance with student interests. **{A} WI**

Donald Wheelock, T Th 1–2:50 p.m.

101a Introduction to World Music

A survey including the musics of Africa, Latin America, Native America, the Middle East, India, Southeast Asia and East Asia, with an emphasis on interrelationships between music and society. Each unit will contain a general overview of the region, detailed study of one or more genres, and a discussion of contemporary popular musics. **{A}** 4 credits
Margaret Sarkissian, M W F 10–10:50 a.m.

102a Classical and Popular Music and Art in the 20th Century

An introduction to music and art designed specifically for those with no previous training, with special emphasis on African-American traditions, spirituals, rags, blues, and their incorporation into classical style. Enrollment limited to 20. **{A}** 4 credits
William Wittig, T Th 10:30–11:50 a.m.

[103a Sight-Singing]

Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. **{A}** 1 credit

103b Sight-Singing

A repetition of 103a. **{A}** 1 credit
Thomas Kim, T Th 3–3:50 p.m.

[PHY 107a Musical Sound]

110a Analysis and Repertory

An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music. **{A}** 4 credits
Donald Wheelock, M W F 11 a.m.–12:10 p.m.
Ronald Perera, M W F 1:10–2:30 p.m.

111b Analysis and Repertory

A continuation of 110a. Prerequisite: 110a or permission of the instructor. **{A}** 4 credits
Ruth Solie, M W F 1:10–2:30 p.m.

Intermediate and Advanced Courses

200a A Historical Survey of Music

An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-18th century. Open to all students (including first-year students) who have had some previous musical experience or who have obtained permission of the instructor. **{H/A}** 4 credits
Richard Sherr, T Th 10:30–11:50 a.m.

201b A Historical Survey of Music

A continuation of 200a (but available separately). Western music from the mid-18th century to the 20th century. Open to students who have had previous musical experience or who have obtained permission of the instructor. **{H/A}** 4 credits
Peter Bloom, T Th 9–10:20 a.m.

[210b Advanced Tonal Analysis]

Advanced study of tonal music through analysis and composition. Prerequisite: 111b or permission of the instructor. **{A}** 4 credits

211b Tonal Counterpoint

Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon and fugue. Ear training, analysis and practice in contrapuntal writing. Prerequisite: 111b or permission of the instructor. **{A}** 4 credits
Donald Wheelock, T Th 10:30–11:50 a.m.

212a Analysis and Repertory: 20th Century

Study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition and other musical techniques. Prerequisite: 111b or permission of the instructor. Offered in alternate years. **{A}** 4 credits
Ronald Perera, M W F 11 a.m.–12:10 p.m.

220b Area Studies in Ethnomusicology

Topic for 1998–99: Southeast Asia. This course focuses on the so-called “gong-chime cultures.” Although there will be strong emphasis on the cultures and musics of Indonesia (especially Java and Bali), other Southeast Asian areas will be considered as time permits. Knowledge of Western music theory is not required. Students will study indigenous forms of musical analysis and will gain practical experience of Central Javanese gamelan music. Prerequisite: 101 or permission of the instructor. {A} 4 credits

Margaret Sarkissian, M W F 1:10–2:30 p.m.

AAS 222b Introduction to African American Music: Gospel, Blues, Jazz

[223a Topics in Performance]

Topic: The Piano Sonatas of Beethoven. An introduction to performance practices and problems in Beethoven's piano sonatas through a combined practical and scholarly approach to selected works. Admission by permission of the instructor. {A} 4 credits

223b Topics in Performance

Topic for 1998–99: Jazz Improvisation: Theory in Practice. This course will acquaint students with basic principles of jazz theory as applied to improvisation. Fundamentals of jazz forms, repertoire and instrumental roles will be studied, and theoretical concepts will be applied to relevant repertoire in a playing situation. Enrollment limited to 15. Prerequisites: instrumental or vocal proficiency and permission of the instructor. Suggested background: a course in music theory. {A} 4 credits

Andrew Jaffe, to be arranged

233a Composition

Basic techniques of composition, including melody, simple two-part writing, and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110a or permission of the instructor. {A} 4 credits

Donald Wheelock, T Th 10:30–11:50 a.m.

235a Music and Technology

An introduction to the use of technology in the notation, recording, research and instruction of music. Though the course will contain a historical overview and consider the broader implications of

technology and music, it will primarily focus in a practical way on the following types of applications: music editing and publishing; digital signal processing and sound editing; multimedia and instructional software; music on the World Wide Web. Enrollment limited to eight. Prerequisite: basic computer literacy, the ability to read music, and permission of the instructor. {A} 4 credits

Kenneth Fearn, T Th 1–2:50 p.m.

241a English and German Diction for Singers

Prerequisite: voice or permission of the instructor.

{A} 1 credit

Karen Smith Emerson, to be arranged

242b Italian and French Diction for Singers

Prerequisite: voice or permission of the instructor.

{A} 1 credit

Karen Smith Emerson, to be arranged

251a The History of the Opera

History of the form from its inception to the present, with emphasis on selected masterworks.

{H/A} 4 credits

Richard Sherr, M W F 10–10:50 a.m.

[271b Richard Wagner Pro and Contra]

The work of Richard Wagner—composer, poet, cultural critic—has given rise to a number of serious questions. Do the music dramas of Wagner have a covert anti-Semitic agenda? Does the Nazi mind-set have roots in Wagner's writings? What led to the association of Wagner's name with Adolf Hitler and the Third Reich? Why is Wagner widely considered the most controversial artistic figure of the modern period? In this course we will consider these and other questions as we study the works of Wagner's maturity—the operas *Tristan und Isolde*, *Der Ring des Nibelungen*, *Die Meistersinger von Nürnberg*, *Parsifal* and certain related theoretical writings—and the critical reactions to Wagner of such figures as Charles Baudelaire, Friedrich Nietzsche, George Bernard Shaw, Thomas Mann, Theodor W. Adorno and Carl Dahlhaus. {H/A} 4 credits

Peter Bloom and Hans R. Vaegt (German Studies and Comparative Literature)

[302b Music in the Middle Ages]

A study of Western music beginning with the chant of the early Christian church and continuing

through the flowering of medieval music in France and Italy in the 14th century. Prerequisite: 200a or permission of the instructor. {H/A} 4 credits

303a Music of the Renaissance

Sacred and secular music in Western Europe during the 15th and 16th centuries. Prerequisite: 200a or permission of the instructor. {H/A} 4 credits
Richard Sherr, M W 2:40–4 p.m.

[305b Music of the High Baroque]

Bach, Handel and their contemporaries. Prerequisite: 200a or permission of the instructor. {A} 4 credits
Richard Sherr

[306a Mozart]

A study of the development and perfection of the classical style in the string quartets and piano concertos of Wolfgang Amadeus Mozart. Prerequisite: 201b or permission of the instructor. {A} 4 credits
Peter Bloom

307a Beethoven

A chronological survey of Beethoven's music, concentrating on piano sonatas, concertos, string quartets and symphonies. Prerequisite: 201b or permission of the instructor. {A} 4 credits
Peter Bloom, T 3–4:50 p.m., Th 3–3:50 p.m.

308b Music in the 19th Century

After Beethoven. Did composers suffer the anxiety of influence in the wake of Beethoven's symphonic achievement? This course will investigate what has been called the "crisis" of the symphony in the 19th century by considering from analytical and historical points of view selected works of Schubert, Berlioz, Mendelssohn, Schumann, Brahms and Mahler. Prerequisite: a course in music history or permission of the instructor. {H/A} 4 credits
Peter Bloom, T 3–4:50 p.m., Th 3–3:50 p.m.

310b Seminar in Contemporary Music

Schoenberg, Debussy and the New Music. {A} 4 credits
John Sessions, M 7:30–9:30 p.m.

325a Writing About Music

An opportunity for intensive work on disciplinary writing, including prose style, tone and mechanics,

in a workshop format. At the same time the class will study many genres of published writing on music—from daily journalism to academic essays—covering a variety of musical repertoires and performance contexts. Prerequisite: any 300-level course in music, or permission of the instructor. {A} 4 credits
Ruth Solie, M W 1:10–2:30 p.m.

331b Topics in Theory

Topic for 1998–99: Music and Social Criticism. An exploration of critical methods—feminist, cultural, queer and so forth—currently used in the musicology disciplines to supplement musical analysis. The class will discuss the purposes, accomplishments and limitations of the new criticisms, and their relationship to more traditional modes of analysis. Students will read critical essays and will apply the methods in in-depth study of musical compositions. This course is appropriate for any student with some background in musical analysis. Prerequisite: 111b. {A} 4 credits
Ruth Solie, M W 2:40–4 p.m.

340a Seminar in Composition

Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. {A} 4 credits
Ronald Perera, to be arranged

341b Seminar in Composition

Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. {A} 4 credits
Donald Wheelock, to be arranged

[345b Electro-Acoustic Music]

Introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. Enrollment limited to eight. Admission by permission of the instructor. Prerequisites: a semester course in music theory or composition and permission of the instructor. {A} 4 credits

404a Special Studies

In the history of music, world music or in the theory or analysis of music. By permission of the department, for juniors and seniors. 4 credits

404b Special Studies

4 credits

Graduate Courses

Requirements for the master of arts degree in music are listed on p. 59 of the catalogue.

All graduate seminars are open to seniors by permission of the instructor.

Adviser: Peter Bloom.

[502d Proseminar in Music History]

{A} 8 credits

503b Seminar in Medieval Music

{A} 4 credits

Richard Sherr, Th 1–2:50 p.m.

[506a Seminar in Renaissance Music]

{A} 4 credits

[507b Seminar in Baroque Music]

{A} 4 credits

509b Seminar in Music of the Romantic Era

{A} 4 credits

Peter Bloom, to be arranged

510a Seminar in Contemporary Music

Webern and his successors. {A} 4 credits

John Sessions, M 7:30–9:30 p.m.

580a Special Studies

4 credits

580b Special Studies

4 credits

580d Special Studies

8 credits

590a Research and Thesis

4 credits

590b Research and Thesis

4 credits

590d Research and Thesis

8 credits

Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: A sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular program as an eight-credit course for the year, with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Fundamentals of Music (Music 100), or 110a and either Music 200a or 201b during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions must be scheduled with the secretary of the department upon arrival on campus. Singers, pianists and other instrumentalists will be expected to perform one or more works of their own choice. Courses in organ are not normally open to first-year students, but those who demonstrate proficiency in piano may receive permission to register for organ in the first year.

Registration for performance courses takes place at the department office (as well as with the registrar) and is tentative until audition results are posted.

Undergraduate performance courses carry the following numbering sequence, credits and section letters:

914d {A}	First year of performance, four credits for the year
924d {A}	Second year of performance, four credits for the year
928d {A}	Second year of performance, eight credits for the year
934d {A}	Third year of performance, four credits for the year
938d {A}	Third year of performance, eight credits for the year
944d {A}	Fourth year of performance, four credits for the year
948d {A}	Fourth year of performance, eight credits for the year

A Piano	M Clarinet
B Organ	N Bassoon
C Harpsichord	O French Horn
D Voice	P Trumpet
E Violin	Q Trombone
F Viola	R Tuba
G Violoncello	S Percussion
H Double Bass	T Guitar
I Viola da Gamba	U Lute
J Flute	V Harp
K Recorder	W Other Instruments
L Oboe	

Piano. *Monica Jakuc, Kenneth Fearn, John Van Buskirk.*

Organ. Prerequisite: piano 914d (A) or the equivalent. *Grant Moss.*

Harpsichord. Prerequisite: piano 914d (A) or permission of the instructor. *Grant Moss.*

Voice. *Karen Smith Emerson, Jane Bryden.*

Violin. *Philipp Naegele, Janet Hill.*

Viola. *Janet Hill.*

Violoncello. *John Sessions.*

Double bass. (UMass).

Viola da Gamba. *Alice Robbins.*

Wind Instruments. *William Wittig, flute; Karen Hosmer, oboe; Lynn Sussman, clarinet; (UMass), bassoon; Emily Samuels, recorder.*

Brass Instruments. (UMass).

Percussion. (UMass).

Guitar. *Phillip de Fremery (Mount Holyoke).*

Lute. *Robert Castellano.*

Other Instruments.

901a Chamber Music Ensemble

Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. {A} 1 credit
Philipp Naegele, Janet Hill

901b Chamber Music Ensemble

A repetition of 901a. May be repeated for credit. Permission of the instructor required. {A} 1 credit

903a Conducting

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Prerequisites: 111b, 201b and permission of the instructor. Enrollment limited to 10. {A} 2 credits
Thomas Kim, to be arranged

[904b Conducting]

A continuation of 903a. Prerequisite: 903a or permission of the instructor. Enrollment limited to 10. {A} 2 credits

**905j Opera Scenes Workshop:
An Introductory Course in Performance
of Operatic Scenes**

Classes will consist of daily coaching (musical and dramatic) and staging, culminating in a public performance at the end of the session. Students will gain experience in stage movement, role characterization and vocal performance. This intensive workshop will require preparation of assigned roles prior to the first rehearsal. Prerequisite: enrollment in Vocal Performance course or permission of the instructor. (E) 1 credit

Karen Smith Emerson

Monday–Friday 1–5 p.m. during Interterm 1999

[974a Topics in Piano]

This course is designed for students of intermediate level interested in a more generalized approach to the study of piano. It will combine classroom work with private or semi-private study, and will integrate performance with readings, listening and written work. Permission of the instructor required. Enrollment limited to eight. {A} 4 credits

Kenneth Fearn

[984b Topics in Piano]

A continuation of 974a. Permission of the instructor required. Enrollment limited to eight. {A} 4 credits

**DAN 249a The Mindful Body: Resources for
Performing and Visual Artists**

Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: one year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. {A} 2 credits

Susan Waltner and Monica Jakuc, T Th 1–2:30 p.m.

Graduate Performance Courses

Graduate performance courses carry the following numbering sequence, credits and section letters:

- 954d {A} First year of performance, four credits for the year
- 958d {A} First year of performance, eight credits for the year
- 964d {A} Second year of performance, four credits for the year
- 968d {A} Second year of performance, eight credits for the year

The same principles, conventions and section letters apply to graduate performance courses as to undergraduate performance courses.

Piano	Viola
Organ	Violoncello
Harpsichord	Viola da Gamba
Voice	Wind Instruments
Violin	Other Instruments

Chamber Orchestra

A string chamber orchestra, open to qualified students, gives one concert each semester, normally preceded by four Thursday evening rehearsals.

Philipp Naegele, Director

Smith College Orchestra

A symphony orchestra open to Smith students, Five College students and community members. The orchestra gives one concert each semester and performs at annual events such as POPS!, Autumn Serenade and Christmas Vespers. Rehearsals on Tuesday evenings.

Jonathan Hirsh, Conductor

Smith College Gamelan Ensemble

One concert each semester. Open (subject to available positions) to Smith students, students at the other four colleges, faculty and staff. No prior experience necessary. Rehearsals on Wednesday evenings.

Sumarsam, Director

Choral Ensembles

The Choral Program at Smith includes four ensembles. Each ensemble performs annually at POPS!, Autumn Serenade, Christmas Vespers and at college events such as Convocation, Rally Day and chapel services. At least once each year, the Glee Club, and occasionally the College Choirs, performs a major work with a visiting men's glee club, orchestra and soloists. In alternate years,

the Chamber Singers perform on tour in the United States and abroad.

Glee Club: open by audition to sophomores, juniors, seniors, Ada Comstock Scholars and graduate students. Rehearsals on Monday and Wednesday afternoons.

Jonathan Hirsch, Conductor

College Choir: open by audition to first-year students and, in some cases, members of the upper classes. This ensemble is intended for singers with significant previous choral experience. Members are expected to be able to read music. Rehearsals on Monday afternoons and Wednesday evenings.

Thomas Kim, Conductor

Chamber Singers: open to selected members of the Glee Club and College Choirs. Normally offered in alternate years. The Chamber Singers will tour England and France in May 1999.

Jonathan Hirsch, Conductor

Chorale: open by audition to all classes but intended primarily for first-year students. No previous experience required. In addition to standard classical repertoire, this group will focus on world music, folk songs and traditional Smith songs. Rehearsals on Monday evenings and Wednesday afternoons.

Thomas Kim, Conductor

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and non-credit group instruction. Smith students should contact Jane Bryden, Emily Samuels or Alice Robbins for further details.

The Major

(beginning with the Class of 1999)

Advisers: Members of the Department.

Adviser for Study Abroad: Peter Bloom.

Basis: 110, 111, 200, 201, and 101 or 220.

Requirements: 11 semester courses: 110, 111, 200, 201, 101 or 220; two further courses in music theory, analysis or composition; two further courses in music history; and two further classroom courses above the 100 level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: Students are urged to acquire some knowledge of German, French and Italian.

Students who are contemplating graduate work in music should consider taking 210 and any seminar.

The Minor

Advisers: Members of the Department.

Basis: 110, 111, 200 or 201.

Requirements: six semester courses: 110, 111, 200 or 201, and three further classroom courses of which at least one should be above the 100 level and of which at least one should be a course or colloquium dealing with non-Western music.

Honors

Director: Richard Sherr.

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: Students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar. Students will also present a thesis (430d or 431a) or a composition normally equivalent to eight credits. Examination: Students will take an oral examination on the subject of the thesis.

Neuroscience

Advisers

****Stylianios Scordilis**, Professor of Biological Sciences
Mary Harrington, Associate Professor of Psychology and Biological Sciences, *Director*
Virginia Hayssen, Associate Professor of Biological Sciences
Dany Adams, Assistant Professor of Biological Sciences

***Stefan Bodnarenko**, Assistant Professor of Psychology
Ann Hennessey, Assistant Professor of Psychology

Other Participating Faculty

Margaret E. Anderson, Professor of Biological Sciences
***Richard Olivo**, Professor of Biological Sciences
Beth Powell, Lecturer in Psychology
Betty McGuire, Adjunct Assistant Professor of Biological Sciences

[Courses in brackets will not be offered during the current year.]

400a Special Studies

A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. 4 credits

400b Special Studies

4 credits

The Major

The following courses are required for the major:

BIO 111a	Introduction to Biology
BIO 112b	Introduction to Biology
CHM 111a	Chemistry I: General Chemistry (5 credits)
PSY 180b	Introduction to Neuroscience
CHM 222b	Chemistry II: Organic Chemistry (5 credits)
PSY 211a	Physiology of Behavior and Related Disorders
BIO 230a/231a	Cell Biology
	<i>or</i>
BIO 256a/257a	Animal Physiology
PSY 311b	Neuroanatomy
BIO 330b/331b	Neurophysiology

Two electives should be selected from the following:

Select at least one from:

BIO 230a	Cell Biology
	<i>or</i>
BIO 256a	Animal Physiology
BIO 234b	Molecular Biology
BIO 352a/353a	Animal Behavior
[PSY 212b	Developmental Psychobiology]
PSY 218a	Cognitive Psychology
PSY 222b	Psychopharmacology

Select at least one from:

PSY 312a	Research Seminar in Behavioral Neuroscience
PSY 316b	Seminar in Biopsychology
NSC 400	Special Studies
NSC 430d/432d	Thesis

Please note that BIO 230a (Cell Biology) and BIO 256a (Animal Physiology) can be taken as either core or elective, but one course cannot be counted as both core and elective. The S/U option may not be used for courses fulfilling the requirements of the major.

Adviser for Study Abroad: Richard Olivo.

Adviser for Transfer Students: Dany Adams.

The Minor

Required core:

PSY 180b	Introduction to Neuroscience
PSY 211a	Physiology of Behavior and Related Disorders
PSY 311b	Neuroanatomy

Choose three electives from:

[PSY 212b	Developmental Psychobiology]
PSY 222b	Psychopharmacology
PSY 312a	Research Seminar in Behavioral Neuroscience
PSY 316b	Seminar in Biopsychology
BIO 230a	Cell Biology
BIO 256a	Animal Physiology
BIO 330b/331b	Neurophysiology
BIO 352a/353a	Animal Behavior

The S/U option may not be used for courses fulfilling the requirements of the minor.

Honors

Directors: Members of the Program.

430d Thesis

8 credits

432d Thesis

12 credits

Requirements: the same as for the major, and 8 or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. A course in statistics is strongly recommended for students completing honors in neuroscience.

Philosophy

Professors

Kathryn Pyne Addelson, Ph.D.
 Malcolm B.E. Smith, Ph.D., J.D.
 Jill G. de Villiers, Ph.D. (Psychology and Philosophy), *Chair*
 John M. Connolly, Ph.D.
 Elizabeth V. Spelman, Ph.D. (Philosophy and Women's Studies)
 Jay L. Garfield, Ph.D.

Associate Professor

†Nalini Bhushan, Ph.D.

Assistant Professors

Susan Levin, Ph.D.
 Ernest Alleva, Ph.D.

Lecturers

¹Jane Braaten
¹Charles Silver
²Meredith Michaels

Research Associate

Janice Moulton, Ph.D.

[Courses in brackets will not be offered during the current year.]

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100a Valid and Invalid Reasoning: What Follows from What?

James Henle (Mathematics) and Charles Silver,
 M W 11 a.m.–12:10 p.m.

Discussion sections as follows:

Th 9–10:10 a.m.

Th 10:30–11:40 a.m.

F 11 a.m.–12:10 p.m.

100b Thinking About Thinking

What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers in the Western tradition. Designed to introduce beginning students to prob-

lems and methods in philosophy and to the philosophy department at Smith. **{H/S}** 4 credits
Susan Levin, Elizabeth V. Spelman,
 M W 11 a.m.–12:10 p.m.
 Discussion: F 11–11:50 a.m. (two sections)

124a History of Ancient and Medieval Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. **{H/M}** 4 credits

Susan Levin, M W 11 a.m.–12:10 p.m.

Discussion sections as follows:

F 10–10:50 a.m.

F 11–11:50 a.m.

125b History of Modern Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. **{H/M}** 4 credits
Ernest Alleva, M W 11 a.m.–12:10 p.m.

Discussion sections as follows:

F 10–10:50 a.m.

F 11–11:50 a.m.

200b Philosophy Colloquium

Intensive practice in writing and discussion in applying philosophical methods to key problems and historical texts. Required for majors, optional for minors. Normally taken in the sophomore year.

{M} 4 credits

Kathryn Pyne Addelson and Members of the Department, T Th 10:30–11:50 a.m.

202b Symbolic Logic

Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. {M} 2 credits

Merrie Bergmann, M W F 1:10–2:30 p.m.

203b Topics in Symbolic Logic

Applications of logic to fundamental issues in philosophy, mathematics and computer science. Prerequisite: LOG 100 or PHI 202. Topic: Vagueness, Predication and Paradox. After the initial meeting, the course will meet for the second half of the semester. {M} 2 credits

Merrie Bergmann, M W F 1:10–2:30 p.m.

[MTH 217b Mathematical Structures]

PPY 209b Philosophy and History of Psychology

See Interdepartmental and Extradepartmental Course Offerings.

[210b Issues in Recent and Contemporary Philosophy]

Topic: American Philosophy in Black and White.

This course explores the adversarial character of debates about race, racism, moral status and identity in recent and contemporary American philosophy. While examining the very concepts of race and racism, we will also investigate philosophical responses to race issues in America. {S} 4 credits

[211a The Philosophy of Ludwig Wittgenstein]

An examination of Wittgenstein's epoch-making contributions to modern philosophy. Attention is paid both to his *Tractatus* (1919) and his *Philosophical Investigations* (1953). Recommended

prior courses: 100 and/or 125; LOG 100 or PHI 202. 4 credits

[212b Colloquium on Meanings and Values in the World of Work]

{S} 4 credits

PPY 213b Language Acquisition

See Interdepartmental and Extradepartmental Course Offerings.

220b Logic and the Undecidable

An examination of the methods and results of modern logic, with special emphasis on their relevance to mathematics. The focus of the course will be Gödel's theorems and their relevance to understanding the mind. Prerequisite: LOG 100, a 200-level mathematics course, or 202, which may be taken concurrently. {M} 4 credits

Jay Garfield, T Th 9–10:20 a.m.

222a Ethics

An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. {H/S} 4 credits

Ernest Alleva, M W 1:10–2:30 p.m.

224b Philosophy and History of Scientific Thought

What is science? Is it a method, a practice or an accumulated body of truths? Does it give us objective and universal knowledge? How do scientific discoveries affect the world and the way we know it and live in it? {N} 4 credits

Kathryn Pyne Addelson, T Th 3–4:50 p.m.

[226a Topics in the History of Philosophy]

Topic: The British Empiricists. An examination, critical and historical, of problems of common concern to Locke, Berkeley and Hume. Particular attention will be given to the development of the empirical outlook that each of these philosophers displayed in answer to the question: Is knowledge of the world solely derived from, and dependent on, the testimony of the senses? Discussions will focus on issues of epistemology, metaphysics and the philosophy of language. {H/M} 4 credits

[230b American Philosophy: The Classical Period]
Studies in the work of William James, W.E.B. Dubois, C.S. Peirce, John Dewey and G.H. Mead. Enrollment limited to 25. **{M}** 4 credits

233b Aesthetics

What is creativity? How important is creativity to works of art? Does creativity in art bear any resemblance to that found in other human (or non-human) activities? **{S/M/A}** 4 credits

Elizabeth V. Spelman, M W 1:10–2:30 p.m.

Discussion sections as follows:

F 1:10–2 p.m.

F 2:10–3 p.m.

234a Philosophy and Human Nature: Theories of the Self

Topic for 1998–99: Emotion. What have philosophers in the Western tradition had to say about the role emotions play in our lives? About the role they ought to play in our lives? To what extent are we assigned a kind of emotional repertoire on the basis of our sex, race and class? What political, social and economic functions are served by such assignments? **{S}** 4 credits

Elizabeth V. Spelman, T Th 1–2:20 p.m.

[235b Morality, Politics and the Law]

A critical discussion of the relations among morality, politics and the law, especially through examination of the different ways moral, political and legal contexts shape the analysis of an issue. Enrollment limited to 25. **{S}** 4 credits

236a Linguistic Structures

Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology and pragmatics. **{N}** 4 credits

Jill de Villiers, T Th 9–10:20 a.m.

[237a 19th-Century Philosophy]

Topic: Nietzsche. An examination of Nietzsche's criticisms of such traditional concepts as reason, understanding and morality and his influence on later philosophy, especially existentialism. **{H/S}** 4 credits

240b Philosophy and Women

An investigation of the philosophical concepts of oppression, rights, human nature and moral re-

form in the changes from the 17th and 18th centuries to today's developments in communication, biomedicine and technology. Not open to first-year students. Enrollment limited to 40. **{S}** 4 credits
Meredith Michaels, T Th 1–2:50 p.m.

245a Philosophy of Law: Property

The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include the rights of possession and title, the various forms of interests in property, landlord and tenant. Philosophical topics to include the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to first-year students. **{M}** 4 credits

Malcolm B.E. Smith, M W 2:40–4 p.m.

250a Epistemology

Topic for 1998–99: Skepticism, Realism and Relativity. Do I know that I'm not living a dream? Descartes' skeptical question challenged the belief in an independent reality that we can know and set the course for 200 years of Western philosophy. We will examine classical and contemporary answers to skepticism and study the relation between skepticism and issues such as other minds, cognitive science, tragedy and cultural relativism. A previous course in philosophy is strongly recommended. **{M}** 4 credits

Charles Silver, M W F 10–10:50 a.m.

260a Theory of Interpretation

This course provides an introduction to the theory of interpretation or hermeneutics. Questions to be addressed include the following: Does a text have just one meaning? Is it what the author intended? Does our understanding reflect our prejudices? Readings from Nietzsche, Heidegger, Gadamer, Habermas and others. **{H}** 4 credits
Susan Levin, M W 2:40–4 p.m.

262b Meaning and Truth

An introduction to central topics in the philosophy of language. What is the relationship between thought, language and reality? Is it possible for each of us to possess a truly private language? Can the notions of truth and falsity apply to fictional language? What kinds of things do we do with

words? We will explore some of the answers that philosophers like Frege, Russell, Strawson, Wittgenstein, Austin, Quine and Davidson have offered to these and other related questions.

{M} 4 credits

Jay Garfield, T Th 1–2:50 p.m.

REL 263a Philosophy of Religion

304b Colloquium in Applied Ethics

Topic for 1998–99: Philosophy and the Criminal Law. The definition and enforcement of the criminal law raises many philosophical issues, of which the course will take up at least these: How can any practice of criminal punishment be morally justified? Can capital punishment be justified? What moral limits are there to the constraints government may place upon individual autonomy; and what is the basis of any that there be? Should the criminal law learn from philosophy or vice versa? It is taught from the perspective of an experienced criminal defense attorney. **{S/M}** 4 credits
Malcolm B.E. Smith, M W 2:40–4 p.m.

305b Seminar: Topics in Feminist Theory

Topic for 1998–99: Feminist Theory and Practice. Feminist theory had origins in the practice of the women's movement and now constitutes a distinctive approach to fundamental philosophical questions. Readings of classic work and current accounts of knowledge, political and moral theory. Prerequisites: at least one course from philosophy, feminism and society concentration in philosophy minor, or permission of the instructor. **{S}** 4 credits
Kathryn Pyne Addelson, W 1:10–4 p.m.

310a Seminar: Recent and Contemporary Philosophy

Topic for 1998–99: Concepts of the Subject in Contemporary European Philosophy. This course will do two things: (1) introduce basic issues in metaphysics and epistemology, in relation to concepts of the knowing and willing subject, and (2) follow the development, responses to, and possible abandonment of these concepts in 20th-century German and French philosophy. **{S/M}** 4 credits

Jane Braaten, T 3–4:50 p.m.

[322b Topics in Advanced Logic]

{M} 4 credits

324b Seminar in Ancient Philosophy

Topic for 1998–99: Plato. A study of dialogues from the early and middle periods. After introductory sessions on Socratic methodology, we will turn to Plato's central metaphysical insights and their implications for his treatment of issues in epistemology, ethics, philosophy of language, and education. Readings include the *Euthyphro*, *Gorgias*, *Phaedo*, *Symposium* and *Republic*. Strongly recommended background: PHI 124 or the equivalent. **{H}** 4 credits
Susan Levin, W 7:30–9:30 p.m.

330a Seminar in the History of Philosophy

Topic for 1998–99: Mill and Marx. This course will focus on the moral, social and political thought of these influential 19th-century philosophers. Topics will include views regarding freedom, individuality, morality, social and economic organization and change, and the status of women, among others. We will also explore subsequent developments and critical responses regarding each thinker's outlook from a variety of intellectual perspectives. **{H}** 4 credits
Ernest Alleva, Th 3–4:50 p.m.

[331a Belief, Knowledge and Perception]

Is there a distinction between appearance and reality? How do we gain knowledge of objects and their properties? Are some items of knowledge more fundamental than others? What justifies our beliefs about ourselves, other people and objects in the external world? Are some properties of objects, say an object's shape and size, more fundamental than others, such as color, smell and taste? What is philosophically significant about perceptual illusions, mistakes and other "tricks" that our cognitive systems play on us? We will read works by important historical figures like Locke, Berkeley and Hume as well as contemporary figures in the philosophy of perception like Armstrong, Dretske, Gibson and Goldman. **{M}** 4 credits

[334b Seminar: Mind]

{S/M} 4 credits

[362a Seminar: Philosophy of Language]

{S/M} 4 credits

[390a Colloquium for Seniors]

A course requiring extensive prior preparation and focusing on a close study of central, book-length texts of the past decade in philosophy. Intended as a culminating and partly retrospective course for seniors only. 4 credits

400a Special Studies

For senior majors, by arrangement with the department. 1 to 4 credits

400b Special Studies

1 to 4 credits

408d Special Studies

For senior majors, by arrangement with the department. 8 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Ernest Alleva.

Requirements: 10 semester courses in philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (210, 222, 233, 234, 235, 240, 245); Continental Philosophy and Cultural Critique (211-Wittgenstein, 237-Nietzsche, 260, REL 269); Metaphysics and Epistemology (210, 226, 230, 234, 250); Language, Logic and Science (202, 203, 220, PPY 209, PPY 213, 224, 236, 262); PHI 200b, normally to be taken in the sophomore year; two 300-level courses. (Note: Topics courses, such as 210, may fall under different rubrics in different years.)

Courses in related departments may be included in the major program of 10 semester courses only with approval of the department. Petitions for ap-

proval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

The Minor

Advisers: Members of the Department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

Concentration 1: Linguistics and the Philosophy of Language

Basis: LOG 100 or PHI 202; and 236.

In addition to the basis, 262 and PPY 213 are required. Any of the following may be counted toward the minor with permission of the instructor and the minor adviser: 220, 260, 310, 362, 334.

Concentration 2: Philosophy and the Humanities

Basis: any two from among the following: LOG 100 or PHI 202, 100, 200, 124, 125.

In addition to the basis, three courses from among the following: 210, 222, 224, 226, 233, 234, 235, 260, REL 269b, 304, 310, 324, 334.

Concentration 3: Philosophy, Feminism and Society

Basis: any two from among the following: LOG 100 or PHI 202, 100, 200, 124, 125.

In addition to the basis, three courses from among the following: 224, 235, 240, 304, 305. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

Honors

Director: Elizabeth V. Spelman.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.

Graduate

Advisers: Members of the Department.

580a Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 4 or 8 credits

580b Advanced Studies

4 or 8 credits

580d Advanced Studies

By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 8 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Physics

Professors

Malgorzata Zielinska-Pfabé, Ph.D., *Chair*

**Piotr Decowski, Ph.D.

Associate Professors

Doreen A. Weinberger, Ph.D.

Nalini Easwar, Ph.D.

Assistant Professors

Nathanael A. Fortune, Ph.D.

Janet Van Blerkom, Ph.D.

Laboratory Supervisor

Jerzy W. Pfabé, M.Sc.

[Courses in brackets will not be offered during the current year.]

Students planning to major in physics are advised to elect both 115 and 116 and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the department at the beginning of their first year about taking a more advanced course in place of 115 and 116.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115 and 116 for credit.

105b Principles of Physics: Seven Ideas That Shook the Universe

This conceptual course explores the laws of mechanics, electricity and magnetism, sound and light, relativity and quantum theory. It is designed for nonscience majors and does not rely on mathematical tools. Lecture demonstrations and some hands-on investigation will be included. {N}

4 credits

Malgorzata Zielinska-Pfabé, M W F 1:10–2:30 p.m.

[106b The Cosmic Onion: From Quantum World to the Universe]

Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the universe and its relation to the subatomic physics. The course is designed for nonscience majors. It does not involve mathematical tools. Offered in alternate years. {N} 4 credits

[107a Musical Sound]

This course for nonscience majors explores through lectures and laboratory demonstrations the physical basis of musical sound. Sample topics include string and air vibrations, perception of tone, auditorium acoustics, musical scales and intervals and the construction of musical instruments. Offered in alternate years. {N} 4 credits

115a General Physics

The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors, except by permission of the instructor. {N} 5 credits

Nathanael A. Fortune, M W F 11 a.m.–12:10 p.m.

Lab sections as follows:

Nathanael A. Fortune, T 1–3:50 p.m.

Nathanael A. Fortune, W 1:10–4 p.m.

Doreen Weinberger, Th 1–3:50 p.m.

115b General Physics

A repetition of 115a. {N} 5 credits

Nathanael A. Fortune, M W F 11 a.m.–12:10 p.m.

Lab sections as follows:

T 1–3:50 p.m.

W 1:10–4 p.m.

116a General Physics

A continuation of 115. Electromagnetism, thermodynamics, waves and elements of quantum physics. Prerequisite: 115 or permission of the instructor. {N} 5 credits

Nalini Easwar, M W F 11 a.m.–12:10 p.m.
Janet Van Blerkom, lab sections as follows:
 T 1–3:50 p.m.
 W 1:10–4 p.m.

116b General Physics

A repetition of 116a. {N} 5 credits
Malgorzata Zielinska-Pfabé, M W F 11 a.m.–12:10 p.m.
Janet Van Blerkom, lab sections as follows:
 T 1–3:50 p.m.
 W 1:10–4 p.m.

210a Mathematical Methods of Physical Sciences and Engineering I

Choosing and using mathematical tools to solve problems in physical sciences. Topics include complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent. {N/M} 4 credits
Malgorzata Zielinska-Pfabé, M W F 10–10:50 a.m., Th 4–4:50 p.m.

211b Mathematical Methods of Physical Sciences and Engineering II

Mathematical tools to solve advanced problems in physical sciences. Topics include special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211 and 212 or permission of the instructor. {N/M} 4 credits
Malgorzata Zielinska-Pfabé, M W F 10–10:50 a.m., Th 4–4:50 p.m.

214b Electricity and Magnetism

Electrostatic fields, polarization, magnetostatic fields, magnetization, non-relativistic electrodynamics and electromagnetic waves. Prerequisite: 115 and 116 or the equivalent, 210 or permission of the instructor. {N} 4 credits
Doreen Weinberger, M W F 11 a.m.–12:10 p.m.

220a Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115, 116, 210 or permission of the instructor. {N} 4 credits
Doreen Weinberger, M W F 1:10–2:30 p.m.

222a Relativity and Quantum Physics

The special theory of relativity, particle and wave models of matter and radiation, atomic structure and an introduction to quantum mechanics. Prerequisite: 115 and 116 or permission of the instructor. {N} 4 credits
Piotr Decowski, M W F 11 a.m.–12:10 p.m.
 Lab T 1–3:50 p.m.

224b Electronics

A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115 and 116 or permission of the instructor. {N} 4 credits
Nalini Easwar, T Th 9–11:50 a.m.
 Discussion: T 8–8:50 a.m.

225b Physics Comes to Life

This laboratory course, intended for science majors and pre-health students, comprises five modules with biomedical applications: (1) electronic instrumentation, (2) acoustics of speech, hearing and diagnostic ultrasound, (3) fiber optics and lasers, (4) magnetic fields and low temperature applications, (5) nuclear radiation. Each year three of the above modules (each approximately four weeks long) will be offered. In academic year 1998–99 modules 1, 2 and 3 will be taught. Enrollment is limited to 15. Prerequisites: 115, 116 or permission of the instructor. {N} 4 credits
Nalini Easwar, Janet Van Blerkom and Doreen Weinberger, M W 1:10–4 p.m.

299a Current Topics in Physics

The course consists of a sequence of lectures, followed by discussion, on diverse topics in physics. Speakers will include members of the class, as well as faculty members from Smith and other institutions. Prerequisite: one 200-level physics course, which may be taken concurrently. May be repeated once for credit. {N} 1 credit
Janet Van Blerkom, to be arranged

312a Optics

Electromagnetic waves; absorption and dispersion. Reflection and refraction of light. Interference, diffraction and polarization of light. Lasers and holography. Prerequisites: 210, 214, 222 or permission of the instructor. Offered in alternate years. {N} 4 credits
Doreen Weinberger, to be arranged

[322b Nuclear and Particle Physics]

Properties of atomic nuclei. Nuclear decays. Detection of nuclear particles. Nuclear reactions. Nucleons and mesons. Quarks, leptons and intermediate bosons. Prerequisites: 210, 214, 222.

Offered in alternate years. {N} 4 credits

Piotr Decowski

332a Solid State Physics

The course covers fundamental topics in solid state physics beginning with crystal structure, x-ray diffraction from periodic structures, lattice vibrations and the nature of electron distributions in metals, semiconductors and insulators. Topics are covered in-depth to provide an appreciation for the theoretical approach and the close interplay between theory, experiment and application. Prerequisites: 210, 214, 222. Offered in alternate years. {N} 4 credits

Nalini Easwar, M W F 2:40–4 p.m.

[340b Quantum Mechanics]

The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisites: 210, 220, 222. To be offered in 1999–2000. {N} 4 credits

[348a Thermal Physics]

Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 210, 220, 222. Offered in alternate years. To be offered in 1999–2000. {N} 4 credits

350a Advanced Physics Laboratory

The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least three credits are required to count as a course toward the major requirement. Prerequisites: 214, 220, 222. {N} 1 to 3 credits

Piotr Decowski, to be arranged

[350b Advanced Physics Laboratory]

A repetition of 350a. {N} 1 to 3 credits

400a Special Studies

By permission of the department, for students who have had at least four semester courses in intermediate physics. 1 to 4 credits

400b Special Studies

Same as 400a or may be a repetition of 400a, with permission of the instructor. 1 to 4 credits

The Major

Advisers: Piotr Decowski, Nalini Easwar, Nathanael A. Fortune, Malgorzata Zielinska-Pfabé, Doreen Weinberger.

Adviser for Study Abroad: Piotr Decowski.

Requirements: 115, 116, 210, 211, 214, 220, 222, 224, 340 and one more 300-level physics course or AST 351, or AST 352. In addition, 299 and an informal machine shop course are required.

Students planning graduate study in physics are advised to take additional advanced physics and mathematics courses.

Students are advised to acquire a facility in computer programming.

The Minor

Advisers: Members of the Department.

Requirements: 115, 116, 222 and at least two additional 200- or 300-level physics courses.

Honors

Director: Malgorzata Zielinska-Pfabé.

430d Thesis

8 credits

432d Thesis

12 credits

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.

Political Economy

Advisers

†Martha Ackelsberg, Professor of Government
Richard Fantasia, Professor of Sociology

Thomas Riddell, Associate Professor of
Economics, *Director*

**Andrew Zimbalist, Professor of Economics

[Courses in brackets will not be offered during the current year.]

404a Special Studies

4 credits

404b Special Studies

4 credits

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

1. Theory

[ECO 225a Political Economic Analysis]

[ECO 256a Marxian Political Economy]

[ECO 257a Growth and Crisis in the U.S.
Economy]

GOV 242b The Politics of International Eco-
nomic Relations

GOV 263a Political Theory of the 19th and 20th
Centuries

GOV 366a Seminar: The Body Politic

SOC 250a Theories of Society

2. History

[ECO 208a European Economic Development]

ECO 285b American Economic History:
1870–1990

[SOC 316b Seminar: Protest, Rebellion and
Collective Action]

3. Contemporary Applications

[ECO 209b Comparative Economic Systems]

[ECO 220b Comparative Industrial Relations
and Economic Performance]

[ECO 222a Women's Labor and the Economy]

ECO 224b Environmental Economics

GOV 204a Urban Politics

SOC 212a Class and Society

4. Special Studies (PEC 404a, b) to be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.

Psychology

Professors

Frances Cooper Volkmann, Ph.D., *Chair*
 Peter Benedict Pufall, Ph.D.
 Donald Baldwin Reutener, Jr., Ph.D.
 Jill G. de Villiers, Ph.D. (Psychology and
 Philosophy)
 Peter A. de Villiers, Ph.D.
 Randy O. Frost, Ph.D.

Adjunct Professor

Maureen A. Mahoney, Ph.D.

Associate Professors

Fletcher A. Blanchard, Ph.D.
 Philip K. Peake, Ph.D.
 Mary Harrington, Ph.D. (Psychology and
 Biological Sciences)
 Brenda Allen, Ph.D.

Adjunct Associate Professor

Barbara B. Reinhold, Ed.D.

Assistant Professors

*Stefan R. Bodnarenko, Ph.D.
 Ann C. Hennessey, Ph.D.
 Patricia M. DiBartolo, Ph.D.
 Suzanne J. LaFleur, Ph.D.
 Bill E. Peterson, Ph.D.

Visiting Assistant Professor

Lauren Duncan, Ph.D.

Lecturers

Beth Powell, Ph.D.
 David Palmer, Ph.D.
 Joan Laird, A.C.S.W.

Assistant in Statistics

David Palmer, Ph.D.

Research Associates

Martha Teghtsoonian, Ph.D.
 George Robinson, Ph.D.

[Courses in brackets will not be offered during the current year.]

Introductory Courses

111a Introduction to Psychology

Students who have not taken a psychology course are advised to take this course surveying fundamental principles and findings in contemporary psychology. Students must section for discussion; they are free to attend either lecture hour. Discussion sections are limited to 20. {N} WI 4 credits

Peter Pufall, Director

Lec. M W F 9–9:50 a.m. or M W F 10–10:50 a.m.

Discussion sections as follows:

Patricia DiBartolo, W 11–11:50 a.m.

Brenda Allen, W 1:10–2 p.m.

Peter de Villiers, W 1:40–2:30 p.m.

Brenda Allen, W 2:40–3:30 p.m.

Peter de Villiers, W 2:40–3:30 p.m.

Peter Pufall, Th 11–11:50 a.m.

Philip Peake, Th 1–1:50 p.m.

Patricia DiBartolo, F 8–8:50 a.m.

111b Introduction to Psychology

A repetition of 111a. Self-paced instruction. Independent study and a sequence of unit tests (both oral and written). {N} 4 credits

Randy Frost, Director

Sections as follows:

Randy Frost, M W F 11 a.m.–12:10 p.m.

Randy Frost, M W F 1:10–2:20 p.m.

112a Introduction to Research Methods

Application of scientific methods to problems in psychology. Basic experiments in a variety of areas, including operant conditioning of nonhuman organisms. {N} WI 4 credits

Ann Hennessey, Director

Sections as follows:

Lauren Duncan, M W 8–9:50 a.m.

Lauren Duncan, M W 10–11:50 a.m.

Bill Peterson, M W 1:10–3 p.m.

Ann Hennessey, T Th 8:30–10:20 a.m.

Ann Hennessey, T Th 1–2:50 p.m.

Suzanne LaFleur, T Th 3–4:50 p.m.

112b Introduction to Research Methods

A repetition of 112a. **{N} WI** 4 credits

Suzanne LaFleur, Director

Sections as follows:

Suzanne LaFleur, M W 10–11:50 a.m.

Suzanne LaFleur, M W 1:10–3 p.m.

Fletcher Blanchard, T Th 8:30–10:20 a.m.

Fletcher Blanchard, T Th 1–2:50 p.m.

Beth Powell, T Th 1–2:50 p.m.

113a Statistical Methods in Psychology

Elementary descriptive and inferential statistics as applied to psychological problems. Permission of the instructor required. Enrollment limited to 40.

Lab size limited to 10. **{M}** 4 credits

David Palmer, M W F 2:40–4 p.m.

Lab to be arranged

113b Statistical Methods in Psychology

A repetition of 113a. Enrollment limited to 40. Lab size limited to 10. **{N/M}** 4 credits

Philip Peake, M W F 11 a.m.–12:10 p.m.

Lab to be arranged

A. General Courses

PPY 209b Philosophy and History of Psychology

An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. 4 credits

Jill de Villiers and Peter de Villiers,

T 3–4:50 p.m., Th 3–3:50 p.m.

Also see Interdepartmental and Extradepartmental Course Offerings.

ESS 220b Psychology of Sport

4 credits

266b Psychology and Women

Exploration of the existence, origins and implications of the behavioral similarities and differences between women and men and of the psychological

realities of women's lives. Topics include gender role stereotypes and gender role development; power issues in the family, workplace and politics; and mental health and sexuality. Particular emphasis is given to the issue of diversity among women. Prerequisite: 112a or b or permission of the instructor. **{S/N}** 4 credits

Lauren Duncan, M W 1:10–2:30 p.m.

267b Psychology of the Black Experience

Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of Black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the Black experience. Permission of the instructor required. **{S/N}** 4 credits

Brenda Allen, M W 1:10–2:30 p.m.

268a Lesbian Identity and Experience

Perspectives on the psychological, social and cultural construction of lesbian identity and sexual orientation are examined. Themes include the lesbian in contemporary and historical context; sexual orientation as it intersects with gender, race, ethnicity and social class; identity politics vs. queer theory; bisexuality, transgenderism and transsexuality; lesbian identity development in adolescence and adulthood; issues of coming out; sexism; heterosexism and homophobia; lesbian and bisexual sex and intimacy; and lesbian coupling, family-building and parenting. The strengths and resiliencies of lesbians as well as the kinds of psychological and social problems that can develop in hostile and disaffirming contexts are examined. (E) **{S}** 4 credits

Joan Laird, T Th 9–10:20 a.m.

[303b Advanced Research Design and Statistical Analysis]

A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Prerequisites: 113a or b or SSC 190a or b, and 112a or b or permission of the instructor. Enrollment limited to 16. **{N/M}** 4 credits

[320b Seminar in Environmental Psychology]

Perception and knowledge of the physical environment and the influence of that environment on human behavior. Topics include environmental perception; environmental stress; behavior in work and leisure settings; the impact of special settings, such as homes, hospitals, schools and prisons; and the impact of behavior on environmental quality. Previous courses relevant to environmental studies preferred. **{N}** 4 credits

366a Seminar: Topics in the Psychology of Women

Topic for 1998–99: Personality and Life Outcomes of College-Educated Women. We will explore current theories and research on women's adult personality development and life outcomes in their social and historical context. We will look at how women's lives and personalities have changed as a result of the women's movement. Students will design and conduct research projects using data collected from educated adult women and will develop skills in the secondary analysis of data. Prerequisite: PSY 112a or b and 266 or permission of the instructor. **{S/N}** 4 credits
Lauren Duncan, T 1–2:50 p.m.

B. Psychological Processes

210a Motivation and Emotion

Motivation deals with the causation of specific actions of individuals and groups. It is primarily concerned with the question "Why did she or he do that?" Theory and research from three interacting and complementary perspectives (evolutionary, physiological and cognitive) will be examined in an attempt to answer that question. **{N}** 4 credits
Suzanne LaFleur, T Th 10:30–11:50 a.m.

PPY 213b Language Acquisition

The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. **{N}** 4 credits
Jill de Villiers, T Th 10:30–11:50 a.m.

216b Perception

Directed reading, discussion and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. **{N}** 4 credits
Peter Pufall, M W 1:10–2:30 p.m.
Lab T 3–4:50 p.m.

218a Cognitive Psychology

Theory and research on current topics in cognition, including attention, concept formation, imagery, memory and decision making. Experiments conducted in several of these areas. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. **{N}** 4 credits
Jill de Villiers, T 3–4:50 p.m., Th 1–2:50 p.m.

224a Learning and Behavior Change:**Methods, Theory and Practice**

Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students will shape a chain of responses in an experienced rat and will experiment with instructional technology with humans. Prerequisite: 112a or b or permission of the instructor. Enrollment limited to 16. **{N}** 4 credits
David Palmer, M W F 9–9:50 a.m.

313a Seminar in Psycholinguistics

Topic to be offered in 1998–99: Language Development, Cognition and Disorders. A consideration of the nature of language acquisition and how it interacts with cognitive development in the child. The special cases of autism, specific language impairment and deafness will also be considered. Prerequisites: PSY 233, or PHI 236, or PPY 213 or PPY 221. **{N}** 4 credits
Peter de Villiers, M 1:10–3 p.m.

[314a Seminar in Foundations of Behavior]
{N} 4 credits

314b Seminar in Foundations of Behavior

Topic for 1998–99: Health Psychology. This

course will examine the psychological processes involved in promoting healthy behavior, preventing and treating medical conditions, and improving the health care system. Research in applied social psychology will be emphasized. Topics include health promotion, attitude and behavior change, prevention, stress and coping, the hospital setting, the patient-practitioner interaction, psychoimmunology and management of pain and chronic illness. Permission of the instructor is required. Prerequisite: 210 or 270. **{N}** 4 credits
Suzanne LaFleur, T 1–2:50 p.m.

C. Physiological Psychology

180b Introduction to Neuroscience

An introduction to the organization and function of the mammalian nervous system. An in-depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. A culminating discussion will leave students contemplating the neurobiology of consciousness itself. The material is presented at a level accessible for science as well as nonscience majors. This course has no prerequisites. **{N}** 4 credits
Ann Hennessey, T Th 9–10:20 a.m.

211a Physiology of Behavior

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, memory, depression, schizophrenia and neurological disorders. Prerequisite: 180b, an introductory BIO course, or permission of the instructor. **{N}** 4 credits
Beth Powell, M W F 11 a.m.–12:10 p.m.

[212b Developmental Psychobiology]

Concentrated study of neural changes which occur across development and the concurrent changes in cognitive, social and emotional behavior that accompany development. Investigation of the development of the nervous system will involve exploring the embryonic stages, specificity and plas-

ticity in the formation of neural connections, genetic and environmental determinants of the growth and development of the brain, and changes of the brain associated with aging. Prerequisites: 180b, 211a, an introductory BIO course, or permission of the instructor. **{N}** 4 credits

222b Psychopharmacology

This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry, and effective treatments for drug abuse. Prerequisite: 180 or 211 or permission of the instructor. **{N}** 4 credits
Beth Powell, T Th 9–10:20 a.m.

311b Neuroanatomy

A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: 180b or 211a, an introductory BIO course, or permission of the instructor. Enrollment limited to 16. Laboratory sections limited to 8. **{N}** 4 credits
Stefan Bodnarenko, T Th 10:30–11:50 a.m.
 Lab sections as follows:

T 1–4 p.m.

Th 1–4 p.m.

312a Research Seminar in Behavioral Neuroscience

Topic for 1998–99: Cognitive Neuroscience. An introduction to research techniques used to investigate neural mechanisms relevant for cognition. Comprehension of neuroscience methodology will be cultivated by discussion of current cognitive neuroscience research. Development of neuroscientist mentality will be assessed by apt incorporation of hypothesized use of neuroscience techniques in an original research proposal, a final product of this course. Prerequisites: 112a or b, 180b and/or permission of the instructor. **{N}** 4 credits
Ann Hennessey, W 1–3 p.m.

316b Seminar in Biopsychology

Topic for 1998–99: Biological Basis of Sexual Orientation? Relevant research will be discussed and critically evaluated to determine whether sufficient evidence exists to support the contention that there is a biological basis for sexual orientation. Comprehension of research which documents the impact of experiential influences on sexual differentiation of the brain will be cultivated by discussing both human and nonhuman animal research. The intent of this seminar is to achieve a balanced perspective of current data on the development of sexual orientation. Prerequisites: 112a or b, 180b, and/or permission of the instructor. Enrollment limited to 12. **{N}** 4 credits

Ann Hennessey, Th 1–2:50 p.m.

D. Developmental Psychology

Director of the Child Study Committee:

Peter Pufall.

233a Child Development

A review of theory and research on specific developmental topics: attachment, emotion, self, friendship, gender, cognition, intelligence, symbolic functioning (language, art and play) from the standpoint of biological and psychological processes nested within social (family, peer, school) and cultural (implicitly and explicitly shared values) contexts. Six observation hours in the Campus School to be arranged. **{S/N}** 4 credits

Peter Pufall, M W F 1:10–2:30 p.m.

EDC 238b Educational Psychology

Alan Rudnitsky

T Th 9–10:20 a.m.

[241b Psychology of Adolescence]

Exploring adolescents' developing identity and their needs for acceptance, autonomy and intimacy in light of the major physical, cognitive and social changes of this phase. **{S/N}** 4 credits

243b Adult Development

The study of adult lives from life-span perspective, with special emphasis on the lives of women as compared to men. Topics include psychological

theories of the life-cycle, adolescent identity formation, longitudinal and biographical approaches, the experience of growing older, retirement, and psychological adjustment to the myths and realities of age. **{S/N}** 4 credits

Bill Peterson, M W F 9–9:50 a.m.

333a Seminar in Developmental Psychology

Topic for 1998–99: Identity in Psychology, Fiction and Autobiography. How do humans develop a sense of unity and purpose in their lives? This is a fundamental question for adolescent and adult identity theorists, and we will consider it by using psychological theory to interpret fictional and autobiographical accounts of self. Possible texts include works by Erikson, McAdams, Angelou and Hong-Kington. **{N}** 4 credits

Bill Peterson, Th 1–2:50 p.m.

333b Seminar in Developmental Psychology

Topic for 1998–99: Adult Personality Development. Introduction to major topics in adult personality development. Emphasis is on recent empirical research, but some important theoretical ideas will be addressed as well. Topics include psychobiography and the study of lives, personality continuity, shifts in motives over time, and psychological adjustment over the life-span. Prerequisite: 243 or 271 or permission of the instructor. **{N}** 4 credits

Bill Peterson, Th 1–2:50 p.m.

335b Experimental Study of the Behavior of Children

An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, perception and action, social cognition and play. Gender differences in cognitive, perceptual and social development are explored in addition to the study of sex roles. Prerequisites: 112a or b and 233b, or permission of the instructor. Enrollment limited to 16. **{N}** 4 credits

Peter Pufall, T Th 10:30–11:50 a.m.

[340a Seminar in Gender and the Life Course]

A seminar on the development of gender identity. Special attention will be given to critical reading of psychological theory and research on gender identity.

fication. Topics will include a comparative analysis of psychoanalytic, social-learning and cognitive-developmental theories. Recent work in feminist theory and the psychology of gender will be used as a counterpoint to classical formulations. To be offered in 1999–2000. **{S/N}** 4 credits

Maureen Mahoney

E. Clinical Psychology

EDC 239a Counseling Theory and Education

252a Abnormal Psychology

A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. **{N}** 4 credits
Randy Frost, M W F 9–9:50 a.m.

253b Child Clinical Psychology

Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252 or 233. **{N}** 4 credits
Patricia DiBartolo, T Th 9–10:20 a.m.

254a Clinical Psychology

An overview of clinical psychology focusing on the settings, clients and activities of the clinical psychologist. Attention given to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy, and evaluation of the success of psychological interventions. Prerequisite: 252. **{N}** 4 credits

Patricia DiBartolo, M F 11 a.m.–12:10 p.m.

352b Seminar in Advanced Clinical Psychology

Topic for 1998–99: Child and Adolescent Anxiety Disorders. Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we will focus on risk factors, theoretical models, and methods of assessment and intervention. Prerequisite: 252 or 254. Permission of the instructor required. **{N}** 4 credits
Patricia DiBartolo, Th 1–2:50 p.m.

354a Seminar in Advanced Abnormal Psychology

Topic for 1998–99: Obsessive Compulsive Disorder. An in-depth study of one of the most prevalent forms of psychopathology. Discussion of the phenomenology, theory, research and treatment of obsessive compulsive disorder. In addition, the relationship of normal to abnormal obsessions and compulsions will be discussed. Prerequisite: 252 or 254. Permission of the instructor required. **{N}** 4 credits

Randy Frost, Th 7:30–9:30 p.m.

358b Experimental Investigation in Clinical Psychology

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, eating disorders and depression. Prerequisite: 112a or b and 252 and permission of the instructor. **{N}** 4 credits

Randy Frost, M W F 10–10:50 a.m.

F. Social and Personality Psychology

270b Social Psychology

The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. **{N}** 4 credits

Fletcher Blanchard, M W F 10–10:50 a.m.

271a Psychology of Personality

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. **{N}** 4 credits

Philip Peake, T Th 10:30–11:50 a.m.

278b Behavior in Organizations

The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 20. Prerequisite: 270 or permission of the instructor. **{S/N}** 4 credits

Frances Volkmann, M W 10 a.m.–12:10 p.m.

370a Seminar in Social Psychology

Topic for 1998–99: Social Psychology of Leadership. A survey of contemporary theory and research regarding leadership and the exercise of power in social settings, with special attention to approaches that emphasize the interaction of situational and dispositional concerns. Field observations. Prerequisite: 270, 271, or 278; 112 and 113 are strongly recommended. {S/N} 4 credits

Fletcher Blanchard, T 1–2:50 p.m.

370b Seminar in Social Psychology

Topic for 1998–1999: Psychology of Political Activism. Political psychology is concerned with the psychological processes underlying political phenomena. This seminar focuses on people's motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from psychology, sociology and political science. We will consider accounts of some large-scale social movements in the United States (e.g., Civil Rights Movement, Women's Movement). {N} 4 credits

Lauren Duncan, T 1–2:50 p.m.

[371b Seminar in Personality]

{N} 4 credits

[372a Experimental Study of Social Behavior]

An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected current research problems concerning social behavior. Prerequisites: 112a or b and either 270 or 271. Enrollment limited to 16. {N} 4 credits

Fletcher Blanchard

[373b Experimental Study of Personality]

An introduction to techniques of personality research and their application to the experimental study of personality. Based on discussions of current research, students design and conduct original research either individually or in teams. Prerequisites: 112a or b and either 270 or 271 and permission of the instructor. {N} 4 credits

Philip Peake

378a Seminar: Behavior in Non-profit Organizations

Participants will volunteer in groups of three or four in local non-profit organizations for approximately four hours per week. These organizations will be studied as cases as we apply social psychological frames of analysis to issues of leadership, management, financial control, challenges facing non-profit organizations, and interactions among staff and between staff and volunteers. The course will emphasize both analysis of non-profit organizations and reflection on participants' experiences of service learning. Prerequisite: 270, 278, or permission of the instructor. {S} 4 credits

Frances Volkmann, T 1–2:50 p.m.

400a Special Studies

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department. 1 to 4 credits

400b Special Studies

1 to 4 credits

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Peter Pufall.

Basis: 112a or b and 113a or b.

Each student, with the approval of her major adviser, elects a carefully planned program of course selections designed to meet the following requirements: 10 semester courses including the basis. The basis must be completed before entering the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Normally, breadth is achieved by selecting one course in each of five of the curricular areas, A–E. Depth is achieved by selecting at least three courses in a subfield of psychology, as defined either by the curricular areas B–F or by a constellation of courses from more than one area that represents a focus important to the student and recognized by the department. One course in the area of depth must be a laboratory course or a seminar.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the Department.

Requirements: six semester courses including one of the two courses that comprise the basis for the major, and five additional courses selected from at least three of the six areas A–F. In addition, one of these five courses must be either a laboratory course or a seminar.

Honors

Director: Jill de Villiers.

Basis: 112a or b, 113a or b, and one other semester course.

431a Thesis
8 credits

432d Thesis
12 credits

Requirements: These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a year-long project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431a for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of 10 required for the major. It is recommended that students elect a laboratory, seminar or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take PSY 303.

Public Policy

Director

*Deborah Haas-Wilson, Professor of Economics

Advisers

Randall Bartlett, Professor of Economics

*John Burk, Professor of Biological Sciences

H. Allen Curran, Professor of Geology

[Courses in brackets will not be offered during the current year.]

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

[GOV 207a Politics of Public Policy]

To be offered in 1999–2000. 4 credits

IDP 208a Women's Medical Issues

4 credits

Leslie Jaffe (Health Services), T Th 10:30–11:50 a.m.

220a Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to “improve” policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. **{S}** 4 credits
Randall Bartlett (Economics), M W F 11–11:50 a.m.

ECO 224b Environmental Economics

4 credits

Mark Aldrich (Economics), T Th 10:30–11:50 a.m.

[250a Race and Public Policy in the United States] Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education, and affirmative action in employment. Recommended background: PPL 220a or a course in American government. To be offered in 1999–2000. **{S}** 4 credits

Randall Bartlett

GOV 254a Politics of the Global Environment

4 credits

Gregory White, M W F 10–10:50 a.m.

254b Agriculture and Public Policy in the United States

A scientific and political examination of American agriculture, which is intended to help students understand how agricultural policy affects people in the United States individually and collectively. Topics to be covered include genetic engineering, food nutrition, fertilizers and pesticides, migrant and seasonal farm workers. Lectures and discussions will be augmented with films and field trips. **{S/N}** 4 credits

Philip Reid (Biology), *Donald Baumer (Government)*, to be arranged

[260b Global Change: Scientific Basis and Policy Challenges of Ozone Depletion and the Greenhouse Effect]

An examination of human-induced changes in Earth's atmosphere, focusing on two topics, ozone depletion and the greenhouse effect, and stressing scientific understanding of the phenomena and their implications for public policy. Topics include the composition and structure of Earth's atmo-

sphere; the chemistry of atmospheric ozone; the Antarctic ozone hole; policy responses, including the Montreal protocol; the greenhouse effect on Earth and on the planet Venus; evidence for increases in the concentration of carbon dioxide and other greenhouse gases; carbon dioxide and past climate variations; the debate about the causes and consequences of increasing carbon dioxide concentrations; possible policy responses; scientific and policy challenges of the 21st century. Prerequisites: GOV 207 or PPL 220 and an introductory science course or permission of the instructor. To be offered in 1999–2000. (E) {S/N} 4 credits

Richard White (Astronomy)

303b Seminar in Public Policy of Marine and Coastal Resources

A discussion of the nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics may include: marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220 or permission of the instructors. {N} 4 credits

Allen Curran (Geology), John Burk (Biology),
to be arranged

[353a Seminar: U.S. Immigration and Refugee Policy]

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, mutual assistance and legal aid. Focus on experiences of particular ethnic groups. Admission by permission of the instructor. To be offered in 1999–2000. {S} 4 credits

Peter Rose

390b Senior Public Policy Workshop

An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor. {S} 4 credits

To be announced, to be arranged

404a Special Studies

By permission of the director. 4 credits

404b Special Studies

4 credits

The Minor

Director: Deborah Haas-Wilson, Professor of Economics.

Advisers: Randall Bartlett (Economics); John Burk (Biological Sciences); H. Allen Curran (Geology); Deborah Haas-Wilson (Economics).

The minor consists of six courses:

- [GOV 207a] or PPL 220a;
- Any two public policy electives;
- Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);
- PPL 390b.

Religion and Biblical Literature

Professors

¹Taitetsu Unno, Ph.D.

Thomas Sieger Derr, Jr., M.Div., Ph.D.

****D. Dennis Hudson, Ph.D.**

Karl Paul Donfried, Dr.Theol., *Chair*

Carol G. Zaleski, Ph.D.

William Allan Neilson Professor

Romila Thapar

Associate Professor

****Lois C. Dubin, Ph.D.**

Assistant Professors

Keith Lewinstein, Ph.D. (History and Religion and
Biblical Literature)

Vera Shevzov, M.Div., Ph.D.

Joel S. Kaminsky, Ph.D.

Yehan Numata Lecturer in Buddhist Studies

Jamie Hubbard, Ph.D.

Lecturers

Tayeb El-Hibri, Five College Lecturer in Arabic (at
Smith College under the Five College Program)

Philip Zaleski, B.A.

¹Richard P. Unsworth, Th.M.

²J. Wesley Boyd, M.D., Ph.D.

²Bruce Theodore Dahlberg, M.Div., Ph.D.

Research Associates

Benjamin Braude, Ph.D.

Philip Zaleski, B.A.

[Courses in brackets will not be offered during the current year.]

Language courses in Hebrew, Greek, Arabic, etc.
are listed on pp. 309–310.

Courses at the 200 level are open to all stu-
dents unless otherwise stated.

Colloquia are primarily reading and discussion
courses limited to 20 students unless otherwise
indicated.

100-Level Courses

101a Religion as a Human Experience

Diverse approaches to the study of religion. Inter-
pretations by proponents and critics from philoso-
phy, psychology, sociology, theology and literature.
Readings from such writers as Berger, William
James, Jung, C.S. Lewis, Tillich and Wiesel. Occa-
sional films. **{H} WI** 4 credits

Thomas Derr, Director

Members of the Department

Lec.: T 9–10:20 a.m.

Dis.: Th 9–10:20 a.m.

105a Introduction to World Religions

Buddhism, Chinese religion, Christianity, Hindu-
ism, Islam and Judaism. The spirit of each tradi-
tion as revealed in one of its classical texts. **{H}**
4 credits

Carol Zaleski, Director

Members of the Department

Lec.: M W 10–10:50 a.m.

Dis.: F 10–10:50 a.m.

110b Colloquia: Thematic Studies in Religion

Directed discussion of themes and approaches to
the study of religion. Priority will be given to first-
year students. 4 credits

[A. Poetry as Contemplation]

The poetic genre in the Japanese and Chinese
literary traditions as the medium of religious
awakening, focusing on the formative influ-
ences of Shinto, Taoist and Buddhist ideas on
such topics as language and reality, discursive
and nondiscursive thinking, self and world,
and nature as revelation. **{H}**

[B. The Image and Body of Christ, East and West]

The study of Christianity through two of its primary symbols of "sacred presence"—the eucharist and the icon—from the early church to modern times. Changing functions and interpretations of these symbols; rituals surrounding them; historical and liturgical context; conflict and controversies regarding their use. Readings include prayers and sermons; saints' lives; accounts of pilgrims and mystics; polemical and theological treatises. Occasional films and slides. {H}

[C. Christian Spirituality]

An introduction to Christian spirituality through primary source readings on significant religious personalities of the past and present. Consideration to turning points in their lives and the relation of interior life to creative action in the world. Readings in Catherine of Siena, Julian of Norwich, Teresa of Avila, Pierre Teilhard de Chardin, Simone Weil, Thomas Merton, Dorothy Day, Rigoberta Menchu and Zora Neale Hurston. {H}

D. Catholicism in the Third Millennium

A critical exploration of recent Roman Catholic theological, biblical and papal pronouncements, including *The Splendor of Truth*, *As the Third Millennium Draws Near* and *The Interpretation of the Bible in the Church*; their intended impact on Catholic identity, ecumenical dialogue (especially with Orthodox Christianity), and the philosophies of subjectivism, rationalism and relativism; their representation of John Paul II as visionary, philosopher and moral leader. {H}

Philip Zaleski, T Th 1–2:50 p.m.

E. Politics of Enlightenment

Thematic and biographical survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on such problematic issues as women in Buddhism, Tibetan Buddhism in exile, the monks' war in Vietnam, and Western Buddhism. {H}

Jamie Hubbard, T Th 10:30–11:50 a.m.

[F. Issues in Contemporary Judaism, 1960s to the Present]

The interplay of tradition and modernity in contemporary Jewish thought and practice. Jewish renewal and the construction of new traditions among American and Israeli men and women, with attention to conflicts between self-expression and submission to authority, and between revival and invention. Topics include women's creativity in ritual and study, the newly pious, the appeal of mysticism, and Zionist views of religion, nationalism and messianism. Readings drawn from novels, autobiographies and newspapers as well as scholarly works; occasional films. {H}

G. Conversion

The phenomenology of religious conversion—change of heart, change of mind, change of affiliation, metanoia and recovery—in comparative perspective. Reading William James and other psychologists and philosophers of religion who have analyzed conversion experience; and firsthand narratives representing a variety of cultures and religious traditions, including the conversion accounts of St. Augustine, Black Elk, al-Ghazali, Shinran, Jonathan Edwards and Bill W. (co-founder of Alcoholics Anonymous), among others. {H}

Carol Zaleski, T Th 9–10:20 a.m.

[H. Relating to the Other]

Mutuality, dialogue, encounter, guilt, obligation and rupture all go to make up the relationship between one human and another. How do two of the most important post-modern philosophers and religious thinkers understand the basic emotional and spiritual connections of our lives? We will closely examine some of the work of the early 20th century figure Martin Buber, and the contemporary French thinker Emmanuel Levinas, both of whom articulated philosophies describing how our meeting with others forms our sense of self, our ethics and our spiritual lives. {H}

200-Level Courses

No prerequisites unless specified.

210a Introduction to the Bible I

The Hebrew Scriptures ("Old Testament"). A survey of the Hebrew Bible and the historical and cultural context in which it flourished. Critical reading and discussion of its narrative components as well as an introduction to the prophetic corpus and selections from the wisdom literature. **{L}** 4 credits

Joel Kaminsky, M W 1:10–2:30 p.m.

[211b Wisdom Literature and Other Books From the Writings]

Critical reading and discussion of Wisdom texts in the Hebrew Bible and Apocrypha (*Job*, selected Psalms, *Proverbs*, *Ecclesiastes*, *Sirach*, *Wisdom of Solomon*, etc.), as well as attention to some of the shorter narrative and poetic texts that one finds in the Writings such as *Ruth*, *Esther* and *Song of Songs*. **{L}** 4 credits

[213b Prophecy in Ancient Israel]

A survey of the institution of prophecy and the individuals who functioned as prophets in the Hebrew Bible. Emphasis on the following issues: What types of people became prophets? What did prophets speak about? What role did prophets play in society? Did prophets deliver different, or even conflicting, messages? Can one tell a true from a false prophet? **{H/L}** 4 credits

[215] Exploring the Holy Land]

An on-site humanities study tour in Israel for the purpose of illuminating and understanding selected aspects of biblical history. In addition to visiting major sites referred to in the Bible, museums and archaeological excavations, many related sites within Jerusalem, Masada and Qumran will be included in the itinerary. Prerequisite: REL 210 or 220 or ENG 270, FYS 111a, or permission of the instructors. Enrollment limited to 25. To be offered in January 2000. **{H}** 3 credits

220b Introduction to the Bible II

The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels,

Jesus and the Johannine community. **{L}** 4 credits
Karl Donfried, M W F 10–10:50 a.m.
Video viewing to be arranged

JUD 224b Women in Rabbinic Literature

[225b Christian Origins: Archaeological and Social-Historical Perspectives]

The integration of biblical and historical studies, geographical setting, and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the *Book of Acts*. Illustrated lectures. Recommended background: 220. To be offered in 1999–2000. **{H}** 4 credits

[230a Western Christian Thought and Practice (30–1100)]

The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians and the beginnings of medieval Christianity. Occasional films. To be offered in 1999–2000. **{H}** 4 credits

231b Eastern Christian Thought and Practice

A survey of the history, theology and spirituality of Eastern Orthodoxy, with special emphasis on its tradition in Byzantium and Russia, and its points of tension with western Christian thought. Selected source readings in translation. Occasional films. **{H}** 4 credits

Vera Shevzov, T Th 1–2:50 p.m.

232a Western Christian Thought and Practice, 1000–1800

A survey of religious thought and practice from Thomas Aquinas to Schleiermacher. Changing understanding of God, self and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic reformations, and into the Enlightenment. Theological,

philosophical, mystical, devotional and literary texts. Occasional films. **{H}** 4 credits
Vera Shevzov, T Th 1–2:50 p.m.

235a Jewish Spirituality: Philosophers and Mystics

The rise of Jewish philosophy and mysticism (*Kabbalah*), and their development as complementary yet often competing spiritual paths. The expression of philosophy and mysticism in individual piety, popular religious practice, and communal politics. Readings from Maimonides, the *Zohar* and other major works, as well as personal documents of religious experience and thought. All readings in English. **{H}** 4 credits
Lois Dubin, T Th 10:30–11:50 a.m.

[236a Jewish Thought in the Modern Period]

A survey of Jewish religious thought from the 16th to the 20th centuries, including prominent thinkers and popular religious movements. Changing conceptions of God, the Bible, religious practice, exile and redemption. The ongoing traditions of Jewish philosophy and mysticism, as well as the emergence of modern forms of Judaism in response to the Enlightenment, America, the Holocaust and feminism. To be offered in 1999–2000. **{H}** 4 credits

237b Religion in America

Religious thought and institutions in America; their interaction with American culture and with each other. Major religious traditions and thinkers from the 17th century to the present. **{H}** 4 credits
Bruce Dahlberg, M W 1:10–2:30 p.m.

240b Contemporary Christian Thought

A survey of prominent Western and Eastern Christian thinkers from the Enlightenment to contemporary times. Particular attention to the diverse formulations of the Christian story in response to influential modern and postmodern social, political and cultural developments, as well as to issues in inter-Christian dialogue. **{H}** 4 credits
Vera Shevzov, T Th 3–4:20 p.m.

245b Religion and Literature

Explores the implicit and explicit religious themes that are found in works of literature from a variety

of genres. Special attention will be paid to issues of "world construction" and narrative, as well as the problematic distinction between fact and fiction. Readings will include works by Dostoevsky, Zora Neale Hurston, Malcolm X, Flannery O'Connor, Peter Shaffer and others. **{H}** 4 credits
Wesley Boyd, T Th 9–10:20 a.m.

250a Social Ethics I

Religious and other bases for social ethics. Natural law and situational morality; love, justice and punishment; sexuality, marriage and divorce; population control; death and dying; abortion, genetic control and other topics in medical practice; race relations. **{H/S}** 4 credits
Thomas Derr, M W F 9–9:50 a.m.

251b Social Ethics II

The bearing of ethics on the understanding of the state, the economic order, and international affairs. Power, violence and vengeance; revolution and order; civil disobedience; human rights; development and world hunger; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty. **{H/S}** 4 credits
Thomas Derr, M W F 9–9:50 a.m.

260b Psychology of Religion

The nature of religious consciousness. Topics include psychological theories of the origin of religion; ancient and modern techniques for the "cure of souls"; religion and the life cycle; religion and depth psychology; religion and social psychology. Readings from James, Freud, Jung, Erikson, Lifton and others. **{H/S}** 4 credits
Carol Zaleski, T Th 10:30–11:50 a.m.

263a Philosophy of Religion

The art of asking the big questions. Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience, myth and symbol. Readings from Plato, Anselm, Kant, Kierkegaard, James, Otto, Eliade and others. **{H}** 4 credits
Carol Zaleski, M W F 11 a.m.–12:10 p.m.

270a Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500

An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita and others. {H} 4 credits

Dennis Hudson, M W F 11 a.m.–12:10 p.m.

[271b Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present]

An introduction to the religious thought of Sankara, Ramanuja and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna and others. {H} 4 credits

Dennis Hudson

272a Buddhist Thought

Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment in the religious, philosophical and ethical teachings of Buddhism in India, China and Japan. {H} 4 credits

Jamie Hubbard, M W 2:40–4 p.m.

[273a Colloquium in East Asian Religions]

{H} 4 credits

274a Colloquium: The Making of Muhammad

The career of the Prophet Muhammad as represented in Muslim literature of the classical and modern periods. Topics include Muhammad as a historical problem, the function of sacred biography, diverse religious constructions of the Prophet (lawgiver, mystic, philosopher-king), and the use of the Prophet as spokesman for religious and political reform in 20th-century Muslim biographies. Attention also to the veneration of Muhammad in popular Muslim piety, and to the various traditions of European writing on his life. {H} 4 credits

Keith Lewinstein, M 7:30–10 p.m.

275b The Islamic Tradition

The Islamic religious tradition from its beginnings in 7th-century Arabia through the present day, with particular emphasis on the formative period (A.D.

600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology, and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. {H} 4 credits

Keith Lewinstein, T Th 1–2:50 p.m.

276a Native American Religions

An introduction to the religious traditions of the indigenous peoples of North America. Topics include life cycle, rituals, pilgrimage, myth, symbol, oral tradition, women's roles, healing practices, new religious movements, connections with other world religions, and the contemporary situation. Enrollment limited to 30. {H} 4 credits

Philip Zaleski, T Th 1–2:50 p.m.

279a Colloquium in Buddhist Studies

Topic for 1998–99: The Life and Thought of Shinran. A study of the historical context of medieval Japan in which Shinran (1173–1263) developed his interpretation of some central concepts in Mahayana Buddhism, based on a careful reading and analysis of his complete works in English translation. (E) {H} 4 credits

Taitetsu Unno, M 7–9:30 p.m.

300-Level Courses

Prerequisites as specified.

313b Seminar: Hebrew Bible

Topic for 1998–99: Exodus. Advanced readings, critical discussions and research into limited parts of the Hebrew Bible. The course will involve close readings of a single biblical book or of a small corpus of books or related passages that are linked either literarily or thematically. Prerequisite: REL 210, 220 or permission of the instructor. {H/L} 4 credits

Joel Kaminsky, M 7:30–9:30 p.m.

320a Seminar: New Testament

Topic for 1998–99: Jesus, Politics and Society. An examination of the political, social and religious forces at work in Roman Palestine that provide the immediate background for understanding the

teaching and activity of Jesus of Nazareth. Particular attention will be given to the New Testament Gospels, the Dead Sea Scrolls and recent archaeological excavations in the Holy Land. Prerequisite: either 210, 215, 220, FYS 111 or permission of the instructor. {H} 4 credits

Karl Donfried, T 3–4:50 p.m.

Video viewings to be arranged

[333a Seminar: The Social World of Early Christianity]

Topic for 1999–2000: The Dead Sea Scrolls and the Early Christian Church. An examination of the writings from Qumran for the purpose of understanding the beliefs and practices of this religious community as well as for the new knowledge they provide about Judaism, the origins of Christianity and the interaction of the two. A variety of writings from the Hebrew Scriptures and the New Testament will be considered in relationship to the recent texts discovered at Qumran. Prerequisite: either 210, 215, 220, 230, FYS 111 or permission of the instructor. {H} 4 credits

335a Seminar: Problems in Jewish Religion and Culture

Topic for 1998–99: Contemporary Jewish Women's Spirituality: Women and Torah. Analysis of the tension between continuity and innovation as women begin to exercise a new role as scholars and interpreters. Examination of a variety of women's approaches to the study and practice of Torah, specifically in the areas of biblical exegesis, midrash, liturgy and ritual. How do women appropriate these traditional activities and genres as they seek to voice their own sensibilities and spiritual concerns? Prerequisite: either 235, 236, a course in Jewish studies or permission of the instructor. {H/L} 4 credits

Lois Dubin, Th 1–2:50 p.m.

[336b Seminar: Christianity and Culture]
{H} 4 credits

[340a Seminar: Topics in Christian Thought and Practice]

{H} 4 credits

353a Seminar: Medical Ethics

The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans, and other issues. {H/S} 4 credits
Thomas Derr, M 7:30–9:30 p.m.

354b Seminar: Business Ethics

Ethical problems arising in the conduct of business, including the social responsibility of corporations, property rights and responsibilities, product safety and liability, employee relations, stockholder relations, fairness in taxation, advertising, pricing, just wages, conflicts of interest, bribes at home and abroad, and the motivation of owners and managers. {H/S} 4 credits
Thomas Derr, M 7:30–9:30 p.m.

360b Seminar: Topics in the Philosophy of Religion

Topic for 1998–99: William James. The intellectual journey of the great American philosopher, focusing on religious themes in his life and thought. Readings include *Pragmatism*, *A Pluralistic Universe*, *The Principles of Psychology* (especially the sections on habit, attention and will), *The Varieties of Religious Experience*, essays and lectures (such as "The Sentiment of Rationality," "The Will to Believe," "The Gospel of Relaxation," "The Energies of Men," "The Moral Philosopher and the Moral Life"), letters, lecture notes and occasional writings. Examines the key intellectual and spiritual influences on James, his habits of mind, intellectual passions and role as a public philosopher. Evaluates his contributions to the study of religion and the current state of critical opinion regarding his thought. Prerequisite: 263 or permission of the instructor. {H} 4 credits
Carol Zaleski, T 3–4:40 p.m.

[370b Seminar: South Asian Religious Literature in Translation]

The values, world views, and modes of thought of major religious cultures in the Indian subcontinent as expressed through their literatures in translation. Texts will be selected from epics, poems, mythologies, dramas, folktales, biographies, discourses, commentaries, and legal and ethical codes. Prerequisites: 105a and one of the following courses: 270a, 270b, 271a, or the equivalent. {H} 4 credits

Dennis Hudson

[372b Seminar: Problems in Buddhist Philosophy]

{H} 4 credits

373a Colloquium: Religion and Theatre in Southeast Asia

An introductory exploration of oral and written texts, performance practices and traditions, and their relation to rites and beliefs prevalent in selected cultures in Southeast Asia. Shamans, shadow puppets, trance, the *dalang*, masked dance performances, court and village spectacles and the indigenous assimilations of the *Mahabharata*, *Ramayana* will be examined. Students will explore specific performance styles, questions of intercultural practice, contemporary international staging of the epic texts along with independent research and performance training. Enrollment limited to juniors and seniors. Permission of the instructors is required. {A} 4 credits
Dennis Hudson, John Hellweg (Theatre), T Th 3–4:50 p.m.

[375b Modern Islamic Thought]

Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies, and Islamic discussions of modernity and liberalism. Reading of primary sources in translation. {H} 4 credits

400a Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 2 to 4 credits

400b Special Studies

2 to 4 credits

408d Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits

Language Courses

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Classical Hebrew

Introduction to the Hebrew language through the fundamentals of grammar and readings from the Hebrew Bible in the original. The verb and noun systems, which are the base of all forms of Hebrew, classical and modern, written and spoken. Regular written assignments and quizzes. Open to those with no knowledge of Hebrew; also to those who know some Hebrew but who wish to improve their skills in reading and grammar. {F} 8 credits
Joel Kaminsky, M W F 11 a.m.–12:10 p.m.

ARA 100d Elementary Arabic

This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs, and on how to use an Arabic dictionary. {F} 8 credits

Tayeb El-Hibri, M W F 11 a.m.–12:10 p.m.

[ARA 283a Intermediate Arabic I]

This course expands the scope of the communicative approaches, as new grammatical points are introduced (the various forms of regular and irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is also placed on reading and writing short passages and personal notes. This second year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and expands one's writing skills. (E) {F} 4 credits

[ARA 284b Intermediate Arabic II]

Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite:

site: ARA 283a or the equivalent, or permission of the instructor. (E) {F} 4 credits

282b Readings in Chinese Buddhist Texts

Reading and discussion of Chinese Buddhist texts in the original. Selections drawn from different genres including biographies of the Buddha, Jataka tales, the Lotus Sutra, Heart Sutra and indigenous scriptures ("apocrypha"). Attention will also be given to the development of the Buddhist canon and notions of scriptural authenticity. Open to students who have taken one year of Chinese or two years of Japanese, or with permission of the instructor. (E) {L/F} 4 credits

Jamie Hubbard, M W 1:10–2:30 p.m.

[285a Hebrew Religious Texts]

Reading and discussion of Hebrew religious texts from different periods. Selections from the Bible, rabbinic literature, and liturgy. Open to students who have taken elementary Hebrew, either classical or modern, or with permission of the instructor. {L/F} 4 credits

[286b Hebrew Religious Texts]

Reading and discussion of Hebrew religious texts from different periods. Prose and poetry on a variety of themes, such as piety, ethics and religious-political ideals. Works by Maimonides and Judah Halevi among others. Open to students who have taken elementary Hebrew, either classical or modern, or with permission of the instructor. {L/F} 4 credits

[287b Greek Religious Texts]

Reading and discussion of New Testament texts in the original. Prerequisite: GRK 100d or the equivalent. {L/F} 4 credits

Karl Donfried

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.

Students who take the introductory courses in Latin or Greek in the classics department will receive credit for these toward their religion major upon completion of an advanced course in reli-

gious texts (REL 287). Similar arrangements can be made for other languages (for example, Arabic, Chinese, Sanskrit).

The Major

Advisers: Thomas Derr, Karl Donfried, Lois Dubin, Jamie Hubbard, Dennis Hudson, Joel Kaminsky, Taitetsu Unno, Carol Zaleski.

Advisers for Off-Campus Study: Dennis Hudson (fall semester), Jamie Hubbard (spring semester).

Requirements: 12 semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions), preferably in the first year or the sophomore year.
2. At least one course from each of the following four groups, of which at least three will normally be taken in the department:
 - a. textual interpretation: 210, 220
 - b. critical and systematic reflection: 240, 250, 251, 260, 263
 - c. non-monotheistic traditions: 270, [271], 272, [273]
 - d. monotheistic traditions: [230], 231, 232, 235, [236], 275
3. Every major must take at least one seminar originating in the department.
4. Courses counting toward the major may not be taken S/U.

The Minor

Advisers: Same as for the major.

Requirements: five semester courses. Each minor's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions).

2. Four other courses drawn from at least three of the following four groups:
 - a. textual interpretation: 210, 220
 - b. critical and systematic reflection: 101, 240, 250, 251, 260, 263
 - c. non-monotheistic traditions: 270, [271], 272, [273]
 - d. monotheistic traditions: [230], 231, 232, 235, [236], 275
3. Courses counting toward the minor may not be taken S/U.

Honors

Directors: Dennis Hudson (first semester); Vera Shevzov (second semester).

430d Thesis

8 credits

431a Thesis

8 credits

Requirements: same as for the major and a thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431a).

Graduate

Adviser: Thomas Derr.

580a Advanced Studies

4 credits

580b Advanced Studies

4 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

8 credits

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

Russian Language and Literature

Professors

Maria Nemcová Banerjee, Ph.D., *Chair*

*Alexander Woronzoff-Dashkoff, Ph.D.

Lecturer

Catherine Woronzoff-Dashkoff, A.B.

[Courses in brackets will not be offered during the current year.]

Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Russian

Four class hours and laboratory. {F} 8 credits

Catherine Woronzoff-Dashkoff, M W F 1:10–2:30 p.m.

220d Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100d or the equivalent. {F} 8 credits

Fall: *Catherine Woronzoff-Dashkoff*, M W F 11 a.m.–12:10 p.m.

Spring: *Alexander Woronzoff-Dashkoff*, M W F 11 a.m.–12:10 p.m.

331a Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. {F} 4 credits

Catherine Woronzoff-Dashkoff, M W F 2:40–4 p.m.

332b Advanced Russian

A continuation of 331a. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331a. {F} 4 credits

Catherine Woronzoff-Dashkoff, M W F 2:40–4 p.m.

338a Studies in Language and Literature

Advanced study of a major Russian literary text. Topic for 1998–99: Bulgakov's *Master* and

Margarita. Discussion, conversation, oral reports, papers. Prerequisite: 332b or permission of the instructor. {L/F} 4 credits

Catherine Woronzoff-Dashkoff, W 7:30–9:30 p.m.

[338b Studies in Language and Literature]

Advanced study of selected literary texts. Topic: Russian Women Writing about 20th-Century Russia. Women's writings from 1917 to the present, including such authors as Anna Akhmatova, Evgeniia Ginzburg, Natalia Baranskaia, Lidia Chukovskaia, Irina Ratushinskaia, Tatiana Tolstaia. Discussion, conversation, oral reports, papers. Prerequisite: 332b or permission of the instructor. {L/F} 4 credits

Literature

126a Readings in 19th-Century Russian Literature

Topic for 1998–99: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky and Chekhov. In translation. {L} 4 credits

Maria Banerjee, T Th 1–2:50 p.m.

127b Readings in 20th-Century Russian Literature

Topic for 1998–99: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov,

Babel, Sholokhov, Pasternak, Solzhenitsyn.

In translation. {L} 4 credits

Alexander Woronzoff-Dashkoff, M W F 9–

9:50 a.m.

[235a Tolstoy]

In translation. {L} 4 credits

[235b Dostoevsky]

In translation. {L} 4 credits

[236b Russian Drama]

Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov and some recent works. In translation. {L} 4 credits

237b The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century), and the age of romantic realism. In translation. {L} **WI** 4 credits

Maria Banerjee, T Th 1–2:50 p.m.

[239b Major Russian Writers]

Topic: Women's Memoirs and Autobiographical Writings in Russia. A study of Russian culture, history and literature through outstanding examples of women's autobiographical writings from the 18th to the 20th century. Authors to include Catherine Dashkova (woman of letters), Nadezhda Durova ("cavalry maiden"), Sofia Kovalevskaja (mathematician), Marina Tsvetaeva (poet), Aleksandra Kollontai (radical feminist), Nadezhda Mandelstam (thinker and writer). (E) {L} 4 credits

[340a Seminar: Russian Thought]

Topic: The Question of Russian Identity: Slavophiles and Westernizers. Conducted in English. Prerequisites: two semesters of Russian history and two semesters of Russian literature and/or permission of the instructor. 4 credits

[346b Seminar: Pushkin and His Age]

Readings in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor. {L/F} 4 credits

404a Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits

404b Special Studies

4 credits

408d Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. 8 credits

The Majors

Adviser for Study Abroad: Alexander Woronzoff-Dashkoff.

Russian Literature

Advisers: Members of the Department.

Basis: 220d, 126a and 127b.

Required courses: 331a and 332b and 338a or [338b] and two of the following: [235a], [235b], [236b], 237b, [239b].

One required seminar: [340a], [346b], HST 340a, [REL 336b].

Strongly recommended: HST 239a, HST 240b and HST 293b.

Russian Civilization

Advisers: Members of the Department.

Basis: 220d.

Required courses: 331a and 332b and two of the following: 126a, 127b, [235a], [235b], 237b, [239b] and three of the following: [ECO 209b], GOV 222a, HST 239a, HST 240b, [HST 247a], HST 293b, REL 231b.

One required seminar: [340a], [346b], HST 340a, [REL 336b].

Strongly recommended: 338a or [338b].

Honors

Director: Maria Banerjee.

431a Thesis

8 credits

Russian Literature

Basis: same as for Russian literature major.

Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

Russian Civilization

Basis: same as for Russian civilization major.

Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.

Science Courses for Beginning Students

[Courses in brackets will not be offered during the current year.]

Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester).

Chemistry and physics offer basis courses for students with differing backgrounds. Hence, beginning students may choose between two sections of CHM 111a and between two sections of PHY 115a (and 116b). Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

AST 100a	A Survey of the Universe
AST 101a	Astronomy Laboratory
AST 111b	Introduction to Astronomy
AST 215b	History of Astronomy

BIO 102b	Human Genetics
BIO 105b	"Animals Without Backbones": Invertebrates and Human Society
BIO 111a	Introduction to Biology
BIO 202a	Horticulture
BIO 203a	Horticulture Laboratory

BIO 204b	Horticulture
BIO 205b	Horticulture Laboratory

CHM 100b	The World Around Us
CHM 111a	Chemistry I: General Chemistry

CSC 111a	Computer Science
CSC 111b	Computer Science I

GEO 105a	Natural Disasters: Understanding and Coping
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GEO 108b	Oceanography
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GEO 109b	The Environment
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GEO 111a	Introduction to Earth Processes and History
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GEO 111b	Introduction to Earth Processes and History
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IDP 208a	Women's Medical Issues
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PHY 105b	Principles of Physics: Seven Ideas That Shook the Universe
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[PHY 106b]	The Cosmic Onion: From Quantum World to the Universe]
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[PHY 107a]	Musical Sound]
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PHY 115a	General Physics
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PHY 115b	General Physics
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PSY 111a	Introduction to Psychology
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PSY 111b	Introduction to Psychology
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Sociology

Professors

Peter Isaac Rose, Ph.D.
 **Myron Peretz Glazer, Ph.D.
 Richard Fantasia, Ph.D., *Chair*

Associate Professor

Patricia Y. Miller, Ph.D.

Assistant Professors

Nancy Whittier, Ph.D.
 †Marc Steinberg, Ph.D.
 Elizabeth Wheatley, Ph.D.

Lecturers

Rhonda Singer, M.A.
 Alice Julier, M.A.
 †Kenneth Tucker

Mendenhall Fellow

Ginetta Candelario, M.A. (Sociology and Latin American Studies)

[Courses in brackets will not be offered during the current year.]

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

101a Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format meeting. **{S}** 4 credits

Patricia Miller, Director

Sections as follows:

Patricia Miller, M W 1:10–2:30 p.m.
Rhonda Singer, M W 2:40–4 p.m.
Patricia Miller, M W 2:40–4 p.m.
Elizabeth Wheatley, T Th 9–10:20 a.m.
Myron Glazer, T Th 10:30–11:50 a.m.
Rhonda Singer, T Th 1–2:50 p.m.

101b Introduction to Sociology

A repetition of 101a. **{S}** 4 credits

Patricia Miller, Director

Sections as follows:

Alice Julier, M W 1:10–2:30 p.m.
Alice Julier, M W 2:40–4 p.m.
Nancy Whittier, T Th 9–10:20 a.m.
Nancy Whittier, T Th 10:30–11:50 a.m.

201a Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. **{M}** 4 credits
Nancy Whittier, T Th 1–2:50 p.m.

Lab sections as follows:

Th 7–9 p.m.
 F 9–11 a.m.

202b Methods of Social Research

An introduction to the logic and methods of quantitative research, and a practicum designed to develop skill in survey design and techniques. Topics include questionnaire construction, sample design, data analysis, causation and explanatory research. Prerequisite: 201. **{S/M}** 4 credits
Patricia Miller, T Th 1–2:50 p.m.

Lab Th 7–9 p.m.

203b Qualitative Methods

An introduction to qualitative methods and a practicum in the collection of interview material. The personal, ethical and political aspects of field work and participant-observation will be emphasized. Prerequisite: 201. **{S}** 4 credits
Rhonda Singer, T Th 1–2:50 p.m.

210a Deviant Behavior

An exploration of theories of deviance, research studies, and literature and film aimed at understanding origins of and responses to mental illness, drug abuse, rape and other crimes against women, white collar crime, corporate and governmental deviance, crime and juvenile delinquency, homosexuality and homophobia, and rebellion.

{S} 4 credits

Patricia Miller, T Th 1–2:50 p.m.

[211a Ethical Issues in Social Organizations]

An analysis of unethical practices and abuses of power in government, business and the professions. Whistle blowing, courageous behavior, and reactions to authority. Selected topics: the military; the C.I.A.; the E.P.A.; the D.O.E.; and the nuclear-power, automobile and other industries. {S} 4 credits

212a Class and Society

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race, gender and sexuality in systems of social stratification. {S} 4 credits

Alice Julier, T Th 10:30–11:50 a.m.

213b Ethnic Minorities in America

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. {S} 4 credits

Peter Rose, T Th 10:30–11:50 a.m.

[216b Social Movements]

This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic, and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights and sexual identity movements. {S} 4 credits

217b Work and Social Change

This course ranges across a variety of historical and cultural contexts and institutional settings to consider the social organization of workplaces,

occupations and work practices. With particular attention to questions of authority, conflict and cooperation in the industrial and "post industrial" workplace, the course will examine such issues as the rise and transformation of the professions, the social dynamics of workplace technology, the changing ethnic and gender composition of occupations, the labor movement, and the global organization of work. (E) {S} 4 credits

Richard Fantasia, M W 1:10–2:30 p.m.

218a Urban Sociology

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. {S} 4 credits

Richard Fantasia, T Th 3–4:20 p.m.

219a Medical Sociology

This course examines the social context of illness, disease and health and will focus on the rise of medical sociology in the American sociological enterprise, debate the position of sociologist as social physician, and overview the current state of medical sociology within the discipline. We will study the social forces and social categories that determine access to medical care, discuss the rise of the health care industry and its relationship to health care reform. Interactionist perspectives on health and well-being will be discussed. Emphasis will be placed on how social categories of race, gender, class and sexual preference affect illness, health care and medical choices. {S} 4 credits

Elizabeth Wheatley, M W 1:10–2:30 p.m.

[220a Sociological Perspectives on Women and Work]

Major topics include labor force participation, recent changes in the meaning of work for women, women's role in two contexts: at home and in the world of work, interconnections between work and family, impact of mother's employment on the socialization of children and the division of labor in the home, dual career families. To be offered once only. (E) {S} 4 credits

[221b Sociology of Everyday Life]

The purpose of this course is to make visible the means by which human society shapes, and is

shaped by, the everyday social interactions of individuals. We will examine the relationship between the individual and society, largely drawing upon concepts utilized by the symbolic interactionist framework. A particular focus will be the emergent nature of meaning and social life. Topics will include the construction of the self, social roles, identity, problematic situations and social order, and the reproduction of social structures in everyday life. (E) {S} 4 credits

224a Family and Society

This course examines the relationship between the ideals, perceptions and experiences of family life in American society and the larger, social historical context in which they occur. General topics will include the historical transformation of the family, the creation and maintenance of contemporary family structures, the social construction of family crisis and the future of the family. {S} 4 credits
Rhonda Singer, T Th 9–10:20 a.m.

229a Sex and Gender in American Society

An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including the economy, politics and the family. {S} 4 credits
Nancy Whittier, T Th 9–10:20 a.m.

[230b Sociology of Food and Eating]

The sociology of food and eating has emerged as a significant area of sociological research. Since many of our social interactions occur around the material acts of producing and consuming food, there are theoretical and methodological questions raised by the relationship of food to structures of inequality, the enactment of cultural symbols, and the construction of social identities. Prerequisite: 101. (E) {S} 4 credits

249b AIDS and Society

This course will survey the social response to the AIDS epidemic in the United States. While HIV/AIDS is generally treated as a public health problem, a growing number of social scientists have become interested in the disease's social impact. Different aspects of the disease to be covered include stigma and illness, the socially constructed bases of identity, social support and HIV disease,

community responses to AIDS, AIDS education and prevention, and AIDS activism and social change. Enrollment limited to 75. (E) {S} 4 credits

Elizabeth Wheatley, T Th 10:30–11:50 a.m.

250a Theories of Society

Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, Durkheim and early feminist and African-American theorists, with emphasis on their theories of the development, stratification, social structure, group conflicts, and consequences of capitalism for modern industrial societies. Open to seniors, juniors and sophomores. {S} 4 credits
Kenneth Tucker, M W 2:40–4 p.m.

310a Seminar: The Sociology of Courageous Behavior: Gender, Community and the Individual

The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity and courageous response. Case studies include the analysis of ordinary people and extraordinary evil, women's involvement in the anti-Apartheid struggle in South Africa, the oppressive Communist society in Czechoslovakia, resistance in concentration camps and ghettos and rescuers of Jews during the European Holocaust. Women's memoirs will serve as a major source. Admission by permission of the instructor. {S} 4 credits

Myron Glazer, Th 3–4:50 p.m.

[311b Seminar: Contemporary Sociological Theory]

A comparative analysis of the wide variety of paradigms in contemporary social theory. These examinations will be topic-based, focusing on such issues as gender, race, power, class, self, post-modernity, culture, social change, ideology and consciousness. Topics will be chosen in consultation with participants. Paradigms will include cultural and radical feminism, neo-Marxism, post-structuralism, phenomenology, neo-functionalism, rational choice and other perspectives. Each unit will focus on how several such perspectives inform our understanding of the topic in question. Prerequisite: 250a or permission of the instructor. {S} 4 credits

313a Seminar: America's People]

Topic: Race, Ethnicity and the Challenge of Pluralism. Focus on the sociology of cultural identity and intergroup relations in the United States in the early and late decades of the 20th century. **{S}** 4 credits

315b The Body in Society

In this seminar we will draw on sociological and interdisciplinary perspectives to consider features of the social construction, regulation, control and experience of the body. Through diverse theoretical frameworks, we will view the body both as a product of discourses (such as medical knowledge and practice, media representations, and institutional regimens) and as an agent of social activities and interactions in daily life. We will consider the salience of bodies in constituting identities, relationships and differences; as a basis for inequalities and forms of oppression; and as sites of resistance and struggles for change. **{S}** 4 credits

Elizabeth Wheatley, W 1:10–4 p.m.

316b Seminar: Protest, Rebellion and Collective Action]

Examination of historical and contemporary expressions of protest, rebellion and collective action with particular focus on their social bases, organizational dynamics, intended and unintended consequences. Various cultural, social-structural and social-psychological perspectives will be brought to bear on such phenomena as food riots, machine-breaking, strikes, student protests, and collective actions in the civil rights struggle. Admission by permission of the instructor. **{S}** 4 credits

318a Seminar: The Sociology of Popular Culture

An examination of the social character of taste and the sociology of consumption, production, marketing and design of various popular cultural forms, including fashion, music, sports and theme parks. Sociological and interdisciplinary approaches will be employed to consider debates over the nature of "mass culture," the construction of cultural hierarchies, "Americanization" and the commoditization of culture, and the ways in which popular cultural forms are appropriated by various social groups and are transformed in the movement from local to global markets. (E) **{S}** 4 credits

Richard Fantasia, W 1:10–4 p.m.

323b Seminar: Gender and Social Change

Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life, and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class and sexual orientation with gender, and the growth of a politics of identity. Case studies include feminist, lesbian and gay, right-wing, self-help, anti-abortion and pro-choice movements. **{S}** 4 credits

Nancy Whittier, M 1:10–4 p.m.

324b Seminar: The Sociology of Childhood

The examination of childhood as both a social construct and as lived experience. Attention will be given to the various cultural and social structural factors that shape conceptions of childhood, the social worlds of children, and the interactions of children with each other as well as with adults. Analysis will be guided by emerging sociological perspectives that treat children as active members in society as opposed to "incomplete" adults. Admission by permission of the instructor. (E) **{S}** 4 credits

Rhonda Singer, W 1:10–4 p.m.

[PPL 353a Seminar: Natives and Newcomers]

The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, immigration laws, mutual assistance and legal aid. Demographic and ethnography of particular ethnic groups. Interaction between old minorities and new immigrants in early and late 20th century. Admission by permission of the instructor. **{S}** 4 credits

General Courses

404a Special Studies

By permission of the department, for junior and senior majors. 4 credits

404b Special Studies

4 credits

408d Special Studies

8 credits

The Major in Sociology

Advisers: Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier.

Adviser for Study Abroad: Richard Fantasia.

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—either 310, 311, 313, 315, 318, 323, 324. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit. Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203 or 250 on a pass/fail basis.

The Major in Sociology and Anthropology

Advisers: Ravina Aggarwal, Richard Fantasia, Elliot Fratkin, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Appfel-Marglin, Patricia Miller, Peter Rose, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program, one in the anthropology program.

Basis: SOC 101 and ANT 130 or ANT 131.

Requirements: 10 semester courses above the basis. SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two

additional courses in sociology, three additional courses in anthropology. Normally, majors may not take SOC 201 or SOC 250 on a pass/fail basis.

The Minor in Sociology

Advisers: Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier.

Basis: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Director: Nancy Whittier.

Basis: same as for the major.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

580a Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits

580b Special Studies

4 credits

590a Research and Thesis

4 or 8 credits

590b Research and Thesis

4 or 8 credits

590d Research and Thesis

4 or 8 credits

Spanish and Portuguese

Professor

Charles Cutler, Ph.D.

Associate Professors

Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Women's Studies), *Chair*
Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies)

Assistant Professors

María Estela Harrette, Ph.D.
Reyes Lázaro, Ph.D.
Eric Graf, Ph.D.

Instructors

Silvia Berger, M.A.
Ana López-Sánchez, M.A.
Michelle Joffroy, M.A.

Lecturers

¹Nicomedes Suárez Araúz, Ph.D.
Phoebe Ann Porter, Ph.D.
Patricia González, Ph.D.

Teaching Assistants

Isabel Alvarez
Mercedes Valle

Research Associate

¹Antonia Domínguez Miguela

[Courses in brackets will not be offered during the current year.]

The department has three abbreviations for three broad areas of study: POR (Portuguese-speaking world), SPN (Spanish language and the literature of Spain) and SLL (the literature of Spanish America).

It is expected that courses shown in brackets without a future offering date will be taught within the next three years.

All courses are taught in Spanish or Portuguese unless otherwise indicated.

Those intending to spend a junior year or semester abroad in a Spanish- or Portuguese-speaking country should consult the advisers for study abroad.

Prerequisite for 300-level courses is SPN 250a or 251b or SLL 260 or SLL 261 or permission of the instructor. A student may repeat a course when the topic is different.

Portuguese Language and Literature

Credit is not granted for the first semester only of a year-long language course.

POR 100d Elementary Portuguese

A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will include reading and discussion of short texts by modern writers of the Portuguese-speaking world: Brazil, Portugal, Angola, Mozambique, Cabo Verde. {F} 8 credits
Charles Cutler, M W F 11 a.m.–12:10 p.m.
(first semester)
To be announced, M W F 11 a.m.–12:10 p.m.
(second semester)

POR 200a Intermediate Portuguese

Comprehensive grammar review and additional practice in speaking, writing and oral comprehension. Study of short prose, drama, essay, poetry,

music and film of the Portuguese-speaking world.
Prerequisite: 100d or permission of the instructor.
{F} 4 credits
Charles Cutler, M W F 10–10:50 a.m.

[POR 210b Literature and Culture in the Portuguese-Speaking World: Brazil in Music, Film and Literature]
Musical styles cover Samba/Carnival, Bossa Nova, Tropicalia and musics of the Northeast; poet-songwriters such as João Gilberto, Jobim, Chico Buarque, Milton Nascimento, Gilberto Gil, Caetano Veloso and Elis Regina. Cinema Novo films by Nelson Pereira dos Santos, Glauber Rocha, Joaquim Pedro de Andrade, Carlos Diegues and Susana Amaral. Novels by Machado de Assis, Jorge Amado and Clarice Lispector. Conducted in English. {L/A} 4 credits

POR 220b Literary Currents in the Portuguese-Speaking World

A study of major literary figures of the modern period from Brazil, Portugal and Portuguese-speaking Africa. Authors include Machado de Assis (Brazil), Fernando Pessoa (Portugal), Drummond de Andrade (Brazil), Clarice Lispector (Brazil), Luandino Vieira (Angola), Luis Bernardo Honwana (Mozambique), Mia Couto (Mozambique), the "Três Marias" (Portugal) and José Saramago (Portugal). Conducted in Portuguese. Prerequisite: POR 100d or its equivalent. {L/F} 4 credits
Charles Cutler, M W F 10–10:50 a.m.

[POR 221b Literary Currents in the Portuguese-Speaking World]
A continuation of POR 220a. {L/F} 4 credits
Charles Cutler

Spanish Language

Credit is not granted for the first semester only of a year-long language course.

Note: Maximum enrollment in all language course sections is 18 students unless otherwise indicated.

SPN 112d Accelerated Elementary Spanish

An accelerated introduction to Spanish based on the telecourse "Destinos." Five contact hours

(three regular class hours and two discussion hours) plus lab work at the Center for Foreign Languages and Cultures (CFLAC). Students completing this course will be prepared to go on to intermediate courses SPN 200 and SPN 220. Priority will be given to first- and second-year students. When registering for this course, students must choose a discussion section. {F} 12 credits
Directors: *Nicomedes Suárez Araújo* (first semester), *Reyes Lázaro* (second semester)
Reyes Lázaro, M W F 8–8:50 a.m.
Ana López-Sánchez, M W F 9–9:50 a.m.
Nicomedes Suárez Araújo, M W F 10–10:50 a.m. (first semester)
Michelle Joffroy, M W F 10–10:50 a.m. (second semester)
Patricia González, M W F 11 a.m.–12:10 p.m. (first semester)

There will be no 11 a.m.–12:10 p.m. section in the second semester.

María Estela Harretche, M W F 1:10–2 p.m.

Discussion sections as follows:

T Th 8–8:50 a.m.

T Th 9–9:50 a.m.

T Th 10:30–11:20 a.m.

T Th 1–1:50 p.m.

T Th 2–2:50 p.m.

SPN 120a Intermediate Spanish

An intensive low intermediate course. Five contact hours plus lab work at CFLAC. Students completing this course will be prepared to go on to SPN 220. Prerequisite: at least one year of elementary Spanish. Not open to students from SPN 112d, except with permission of the instructor. SPN 120 is designed to solidify the skills that students have acquired in basic language courses. All areas of language acquisition—reading, writing, listening, comprehension and oral proficiency—will be equally stressed. However, special attention will be given to grammatical structures and oral communication. {F} 5 credits

Director: *Ana López-Sánchez*

Sections as follows:

Patricia González, M W F 9–9:50 a.m.

Ana López-Sánchez, M W F 10–10:50 a.m.

Silvia Berger, M W F 11–11:50 a.m.

Discussion sections as follows:

T Th 8–8:50 a.m.

T Th 4–4:50 p.m.

SPN 120b Intermediate Spanish

A repetition of 120a. {F} 5 credits

Director: *Ana López-Sánchez*

Sections as follows:

Silvia Berger, M W F 9–9:50 a.m.

Patricia González, M W F 10–10:50 a.m.

Discussion sections as follows:

T Th 8–8:50 a.m.

T Th 4–4:50 p.m.

SPN 125b Spanish for Heritage Speakers

This course is designed for the speaker of Spanish who has learned fluency and pronunciation at home but who lacks formal training in the language. Open to any “heritage” student, regardless of her current level of Spanish. It would include the following components: use of students’ existing linguistic skills, reading from contemporary and classic texts from Spain and Latin America, a review of grammar from the perspective of a heritage speaker (syllabification, accentuation, comprehensive review of verb tenses), intensive writing (description, dialogue, exposition, critique, vocabulary enhancement), exposure to videos and recordings from Latin America and Spain, and commentary on contemporary issues relevant to Spanish speakers of the Americas. Enrollment limited to 20. {F} 4 credits

Michelle Joffroy, M W F 9–9:50 a.m.,

Th 4–4:50 p.m.

SPN 200a Grammar, Composition and Reading

Comprehensive grammar review through practice in writing and class discussion. Discussion, compositions and oral reports based on Spanish and Latin American literary texts. Prerequisite: SPN 112d, 120 or the equivalent. {F} 4 credits

Director: *Silvia Berger*

Sections as follows:

Nicomedes Suárez-Araúz, M W F 9–9:50 a.m.,

Th 8–8:50 a.m.

Michelle Joffroy, M W F 11 a.m.–12:10 p.m.

Nicomedes Suárez-Araúz, M W F 1:10–2:20 p.m.

SPN 200b Grammar, Composition and Reading

A repetition of 200a. Prerequisite: SPN 112d, 120 or the equivalent. {F} 4 credits

Sections as follows:

Phoebe Porter, M W F 9–9:50 a.m., Th 4–5 p.m.

Silvia Berger, M W F 11 a.m.–12:10 p.m.

SPN 220a Intermediate Conversation and Composition

Intensive oral and written work on cultural topics and issues related to Spanish-speaking world. Special emphasis on development of comprehension skills and pronunciation through the use of interactive video and computer-assisted instruction and films. Students are required to spend at least one hour per week in CFLAC. Prerequisite: SPN 112d, 120 or the equivalent. {F} 4 credits

Sections as follows:

Nancy Saporta Sternbach, M W F 9–9:50 a.m.,

Th 8–8:50 a.m.

Silvia Berger, M W F 10–10:50 a.m., Th 4–

4:50 p.m.

SPN 220b Intermediate Conversation and Composition

A repetition of 220a. Prerequisite: SPN 112d, 120 or the equivalent. {F} 4 credits

Sections as follows:

Silvia Berger, M W F 10–10:50 a.m.

Marina Kaplan, M W F 11 a.m.–12:10 p.m.

SPN 222a Advanced Composition

A course intended to develop writing skills with emphasis on the practice of various types of writing: formal letter writing; description, narration and analysis of events; analysis of literary texts; research paper writing. It includes a general grammar review as an integral part of the process of composition. Prerequisite: sufficient proficiency in Spanish. Enrollment limited to 15. {F} 4 credits

Ana López-Sánchez, M W F 11–11:50 a.m., Th 4–4:50 p.m.

SPN 222b Advanced Composition

A repetition of 222a. Prerequisite: sufficient proficiency in Spanish. Enrollment limited to 15. {F} 4 credits

Ana López-Sánchez, M W F 10–10:50 a.m.

Spanish Literature

Prerequisite for the following courses is SPN 200 or above.

SPN 241b Culturas de España

A study of the Spain of today through a detailed look at its past in history, art, film and popular culture. The course focuses on Spain's complex multiculturalism, from the past relations among Muslims, Jews and Christians to its present ethnic and linguistic diversity. Some topics to be studied are: immigration; Basque, Catalan and Galician nationalisms; the cultural politics of the new Guggenheim museum in Bilbao; Spain at the centennial of the loss of its empire. Highly recommended for those considering JYA. Also for those students looking for a transitional course between language and literature, and looking forward to an environment in which oral and written communication are privileged. A satisfactory command of Spanish is required (above SPN 220 or SPN 222), or the permission of the instructor. **{L/F}** 4 credits
Reyes Lázaro, M W F 2:40–4 p.m.

SPN 250a Medieval and Early Modern Castilian Literature

An introduction to major Spanish texts from the medieval period to the Golden Age. Students will read a selection of poetry, prose and drama that coincides with the rise of Castilian culture from a tribe on the margins of Europe and Islam to the first modern nation state. We will focus on questions of national identity, race, class and gender, and assess the contradictions of early modern Peninsular Catholicism as making a fundamental contribution to the modern self-critical act. Readings will include the *Poema de mio Çid*, the *Libro de Apolonio*, *Cárcel de amor*, *La Celestina*, *El Lazarillo*, *novelas and comedias* by Cervantes and Lope, the *Romancero*, *serranillas* by the Marqués de Santillana and Juan Ruiz and a selection of Golden Age sonnets. **{L/F}** 4 credits
Eric Graf, M W F 11 a.m.–12:10 p.m.

SPN 251b Modern Castilian Literature: From Romanticism and Realism to Postmodernism
An introduction to major Spanish authors from the late 18th century to the present. Students will read a selection of poetry, prose and drama exemplary

of the periods of romanticism, realism, modernism and postmodernism. We will focus on questions of genre, authorial anxiety and self-fashioning, national identity and gender politics, paying particular attention to the political dilemmas of this century. Readings will include novels by Galdós, Cela, Goytisolo and Ortiz; short stories by Cadalso, Bécquer, Salinas and Matute; plays by Lorca and Arrabal; and the poetry of the *modernistas*, the *generación del 1927* and their successors. **{L/F}** 4 credits
Eric Graf, M W F 11 a.m.–12:10 p.m.

SPN 230a Topics in Latin American and Peninsular Literature

Topic for 1998–99: History of the Short Narrative. A story-per-class approach to the *cuento*, accompanied by a variety of critical stances. We will trace the historical evolution of short narrative from the early Castilian versions of Arabic fables to be found in Alfonso X's *Calila e Digna* and Juan Manuel's *El conde Lucanor*. Readings will also include Timoneda and Cervantes from the Renaissance; the modern Peninsular classics of Romanticism (Bécquer), Realism (Galdós and Pardo Bazán), and Modernism and Neo-realism (Unamuno, Salinas and Matute); and an in-depth survey of the triumphant Latin Americans who have once again placed the genre at the center of literature (Echeverría, Palma, Quiroga, Borges, Cortázar, Rulfo, Luis González, García Márquez and Valenzuela). Students will have the option of composing an original short story to supplement their final grade. **{L/F}** 4 credits
Eric Graf, M W F 1:10–2:20 p.m.

Latin American Literature

Prerequisite for the following courses is SPN 200 or above.

SPN 240b Performing Text: "Spanish Language from Page to Stage"

Focuses on texts by the seminal Mexican author Juan Rulfo in Spanish and in translation, utilizing performance strategies to deepen understanding of the text and enhance foreign language skill. Students develop and stage an interlingual production based on stories in *El Llano en Llamas*.

Comparative analysis of texts, research into the historical and cultural contexts of Rulfo's work and application of actor-training methodologies bring stories from page to stage for a final public performance. Prerequisites: SPN 200 or equivalent. No previous acting experience required. Enrollment limited to 18. **{L/A/F}** 4 credits

María Estela Harretche, M W F 11 a.m.–12:10 p.m.

SLL 260a Survey of Latin American Literature I

A historical perspective of Latin American literature as an expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. **{L/F}** 4 credits

Marina Kaplan, T Th 3–5 p.m.

SLL 261b Survey of Latin American Literature II

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include literary periods and movements as ideological constructs, and the Latin American adaptation of European models. **{L/F}** 4 credits

Marina Kaplan, M W F 1:10–2:20 p.m.

SLL 265a Topics in Latin American Literature

Topic for 1998–99: Latin American Film as Visual Narrative. "Neither a call to exoticism nor an appeal to marginality," the Latin American films of the last 20 years deal with current concerns of our neighbors to the South. Made in many different countries, the films selected focus on the ethics of participation, women as subjects as history, art and utopia, "third cinema" as oppositional discourse, gender troubles, humor and the low-budget, the "ethnic" documentary. The goals of the course are to enhance cultural knowledge through the popular media of film and to improve students' linguistic skills. Films are subtitled; readings are (mostly) in Spanish. Prerequisite: SPN 200 or above. **{L/A}** 4 credits

Marina Kaplan, T Th 1–2:30 p.m.
Screenings M 7:30–9:30 p.m.

SLL 265b Topics in Latin American Literature

Topic for 1998–99: Literary Constructions of Afro-Cuban Identity. This course addresses issues related to the Afro-Cuban world in literature, history and culture through the essays of Lydia Cabrera and Fernando Ortiz, the novels of Gertrudis Gomez de Avellaneda and Alejo Carpentier, the testimonies of Miguel Barnet and the poetry of Nicolás Guillén. Special attention will be given to "official" mulatto identity declared by the Cuban State after 1959 and black participation in cultural life. Regla de Ocha religion and its influence on Afro-Cuban ritual theatre today will be studied as well as plays by Eugenio Hernández, Gerardo Fullea and Alberto Pedro. **{L/A}** 4 credits

Patricia González, M W 2:40–4 p.m.

CLT 268b Latina and Latin American Women Writers

This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, "race," class, sexuality and political consciousness are analyzed in light of the writers' coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Sheila Ortiz Taylor and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. First-year students must have the permission of the instructor. **{L}** 4 credits

Nancy Saporta Sternbach, M W F 11 a.m.–12:10 p.m.

LAS 301b Topics in Latin American Studies

Topic for 1998–99: Contemporary Latina Theatre. From the shoestring budgets of their collective theatre pieces of the 1960s to their high-tech, multimedia performance art of the 1990s, U.S. Latinas have moved from their marginal positions backstage to become the central protagonists of the efflorescent, hybrid, multicultural art form that is Latina theatre today. In this course, we will read a variety of plays, performance pieces, puppet shows and other art forms that define U.S. Latina theatre from the early seventies to the present. Critical readings will accompany the texts. Every effort will be made to actually see a performance of some

manifestation of Latina theatre. Knowledge of Spanish useful, but not required. This course is conducted in English. **{L/A}** 4 credits
Nancy Saporta Sternbach, M W 1:10–2:30 p.m.

Medieval and Renaissance Literature

[SPN 330b The Epic Tradition: Poems, Chronicles and Ballads]
 A study of the continuity of Spanish epic themes from the *Cantares de gesta* to the *Romancero*. **{L/F}** 4 credits

[SPN 331a The Structure of the Spanish Middle Ages in Literature]
 The legacy of the Moorish, Jewish and Christian traditions. **{L/F}** 4 credits

[SPN 332a Love and Desire in Medieval Literature]
 A study of medieval and pre-Renaissance texts dealing with the nature and depiction of love. **{L/F}** 4 credits

[SPN 340a Cervantes: The Birth of the Modern Novel]
 A detailed reading and discussion of Cervantes' first play, *La Numancia*; his lascivious *Sonnet 177*, part one of the so-called first modern novel *El ingenioso hidalgo don Quixote de la Mancha*, several of the *Novelas ejemplares* and the major criticism surrounding each of these texts. Special attention will be given to the philosophical, political and aesthetic trajectories of Cervantes' literary production. By historicizing the social intentions of the Cervantine discourse and by considering its intertextuality with works by other 16th-century artists such as theologian Desiderius Erasmus, the poet Garcilaso de la Vega and the painter El Greco, we will attempt to understand Cervantes' role in the epistemological transmutation of medieval or Ptolemaic organicism into the modern critiques of subjectivity and the state. **{L/F}** 4 credits

[SPN 344b Ideological Framework of the Imperial Age]
 An analysis of the main currents of thought in 16th-century Spain and their influence on life and

literature against the background of the Spanish Inquisition. **{L/F}** 4 credits

[SPN 345b Renaissance and Baroque Prose]
 Focus on short fiction, including the Moorish novella, Cervantes' exemplary novels and works by Lope de Vega, Quevedo, Zayas and Vélez de Guevara. **{L/F}** 4 credits

[SPN 347b Golden Age Drama]
 Extensive reading and discussion of plays by Encina, Cervantes, Lope de Vega, Tirso de Molina, Alarcón and Calderón in relation to the literary, social and religious thought of the day. **{L/F}** 4 credits

Modern Literature

[SPN 360b 19th-Century Literature in the Context of Cultural History: From Romanticism to Realism]
 A study of the literature of the 19th century as an interplay between artistic expression and underlying sets of values, social and political developments, and ideological conflicts. **{L/F}** 4 credits

[SPN 362b Galdós]
 A study of the conflict between the individual and society in late 19th-century Spain through the novels of Benito Pérez Galdós. Readings include *La desheredada*, *El amigo Manso*, *Fortunata y Jacinta*. **{L/F}** 4 credits

SPN 363b Contemporary Women Novelists of Spain

A study of women and literature in contemporary Spain. Topics include the questioning of traditional values and institutions, the desire for independence from rigid female roles, women's struggle against an oppressive system through literary satire and denunciation, the search for a female identity, and the growing feminist consciousness of the contemporary Spanish woman. Readings of Laforet, Martín Gaité, Moix, Tusquets, Mintesi, Roig and Montero. **{L/F}** 4 credits
Phoebe Porter, M W F 11 a.m.–12:10 p.m.

SPN 364a Tradition and Dissent: Spanish Literature and Culture, 1900–1936

For Spain, the arrival of modernity coincides with the loss of its colonial empire. This course

explores how Spanish arts, particularly literature, reflect the anxiety of this critical period. The literature and art of middle-class intellectuals will be contrasted with that of working-class utopian movements (anarchists, socialists), women and contemporary Latin American intellectuals. Materials will include fiction and poetry of Valle-Inclán, Blanca de los Ríos, Unamuno, Rubén Darío, José Martí, Antonio Machado, Carmen de Burgos, María Teresa León, Lorca; the architecture of Gaudí; paintings by Zuloaga, Sorolla, Solana, Regoyos; the popular musical genre of zarzuela; films by Buñuel. Finally, we will engage in the current debate in Spain prompted by this year's centennial of the Spanish-Cuban-American war in order to appreciate the significance of this cultural moment for the Spain of today. **{L/F}** 4 credits
Reyes Lázaro, M W 2:40–4 p.m.

[SPN 365a Spanish Post-War Novel]

An examination of the transformations in Spanish society from the end of the Civil War (1939) to the nineties. Readings include novels and short stories by writers who lived during Franco's dictatorship either in Spain (Cela, Sánchez Ferlosio, Martín Gaité) or in exile (Andújar, Ayala, Sender, Chacel, Rodoreda), as well as writers who focused on the post-Franco era (Montero, Atxaga, Muñoz Molina, Roig, Marías, Vázquez, Montalbán). **{L/F}** 4 credits

**SPN 366a The Heritage of Modernism:
20th-Century Spanish Poetry**

Topic for 1998–99: Federico García Lorca. A detailed reading and discussion of the two fundamental works written by Lorca in New York during the crisis of 1929. We will study *El Público* and *Poeta en Nueva York* together with excerpts from the major criticism of each of these texts. Special attention will be given to Lorca's years in Madrid (Residencia de Estudiantes) and to the philosophical, political and aesthetic contexts which shaped his artistic personality. By analyzing the social intentions of Lorca's discourse and considering its intertextuality with works by artists such as the filmmaker Luis Buñuel and the Surrealist painter Salvador Dalí, an attempt will be made to understand his role both as a poet and as a playwright in a time of political unrest that climaxed with the Spanish Civil War. Additional readings from other works by the author will also be included:

Romancero Gitano, *Mariana Pineda*, *Yerma*, *Poemas del amor oscuro*, *Diván del Tamarit* and *Bodas de sangre*. **{L/F}** 4 credits
María Estela Harretche, M W F 11 a.m.–12:10 p.m.

[SLL 370b Literary Genres in the Latin American Novel]

{L/F} 4 credits

[SLL 371a Latin American Literature in a Regional Context]

{L/F} 4 credits

SLL 372b Themes in Latin American Literature

Topic for 1998–99: Translating Poetry. A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal and Portuguese-speaking Africa. Hands-on practice of translation, with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecília Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. **{L/F}** 4 credits

Charles Cutler, M W 2:40–4 p.m.

SLL 373a Literary Movements in Spanish America

Topic for 1998–99: Mexico in Its Revolutions, 1910–97. This course examines the diverse literary expressions of social revolution in Mexico, from the Revolution of 1910, through the 1968 student rebellion which culminated in the October 2 massacre at Tlatelolco, to the 1994 Chiapas uprising. How have literary texts fictionalized and interpreted these events? How do social revolutions influence literary movements and innovations? How does literature reflect and configure the social imagination? We will explore these themes through a variety of texts including the novel, poetry, testimonial and essay. Though the principle focus will be literary, this course will

also explore the relationship between literature and other mediums such as film, music and the visual arts. Possible authors include Azuela, Yáñez, Guzmán, Garro, Paz, Revueltas, Poniatowska, M. Luisa Mendoza, González de Alba and Martha Robles. {L/F} 4 credits

Michelle Joffroy, M W F 10–10:50 a.m.

SPN 481b Teaching of Spanish

This course is designed for the advanced student or major who wishes to consider a career in teaching Spanish. It is an intensive methods course which includes theories of second language acquisition, syllabus design and preparation, criteria for textbook selection, interactive pedagogical exercises within the classroom setting, use of authentic materials, multimedia teaching resources, grammatical presentations, and dramatic enactments of teaching situations. This course is ideal for students seeking certification in the teaching of Spanish. Prerequisite: one Spanish course at the 300 level. {F} 4 credits

Silvia Berger, M W F 10–10:50 a.m.

SPP 404a Special Studies in Peninsular and Latin American Literatures

By permission of the department, for senior majors and honors students. 4 credits

SPP 404b Special Studies in Peninsular and Latin American Literatures

By permission of the department, for senior majors and honors students. 4 credits

The Majors

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300a is strongly recommended. The department reminds students that a major in Spanish and four courses in Education will certify them to teach in Massachusetts.

The S/U grading option is not allowed for courses counting toward the majors. The S/U option is normally not available for courses SPN 220 and below.

Courses at the 300 level that are the basis for the majors are normally to be taken at Smith College.

Adviser for the Spanish Major: Eric Graf.

Adviser for the Latin American Literature Major: Nancy Saporta Sternbach.

Adviser for the Portuguese-Brazilian Major: Charles Cutler.

Adviser for Study Abroad: María Estela Harretche.

Peninsular Spanish Literature Major

Requirements: nine semester courses. Two basis courses (250/251) plus seven other semester courses. Out of the seven, three should be 300-level courses in Peninsular Literature, and four others related to the literatures and cultures of the Spanish- and Portuguese-speaking world. Of the four, two can be language courses (above 120 including Portuguese) and one can be in English.

Latin American Literature Major

Requirements: nine semester courses. Two basis courses (260/261) plus seven other semester courses. Out of the seven, three should be 300-level courses in Latin American Literature, and four others related to the literatures and cultures of the Spanish- and Portuguese-speaking world. Of the four, two can be language courses (above 120 including Portuguese) and one can be in English.

Latin American Area Studies Major

For students interested not only in literature, but in such fields as anthropology, economics, government and history. See Interdepartmental Major and Minor in Latin American Studies.

Portuguese-Brazilian Studies Major

Requirements: POR 100d, POR 200 and either POR 220 or POR 221. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300 level. Courses to be selected from literature and language, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

The Minors

Advisers: Same as listed for the majors

Spanish Minor

Requirements: Five semester courses in Spanish above the 100 level. A maximum of two can be language courses.

Latin American Area Studies Minor

See Interdepartmental Major and Minor in Latin American Studies.

Portuguese-Brazilian Studies Minor

Requirements: POR 100d, POR 200 and either POR 220 or POR 221. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300 level. Courses to be selected from literature, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

Honors

Director for Spanish Literature:

María Estela Harretche.

Director for Latin American Literature:

Nancy Saporta Sternbach.

430d Thesis

8 credits

431a Thesis

8 credits

Spanish Literature

Requirements: Same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the thesis.

Latin American Literature

Requirements: Same as those of the Latin American Literature major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

Theatre

Professors

Leonard Berkman, D.F.A.
Catherine H. Smith, M.F.A.

Associate Professors

John D. Hellweg, Ph.D.
**Andrea Hairston, M.A.
Ellen Kaplan, M.F.A., *Chair*
Paul Zimet, B.A.

Assistant Professors

Susan Clark, Ph.D.
Nancy Schertler, B.A.
Nicolae Ularu, Licence in Sceneography and Arts
Teaching

Gwendolen M. Carter Visiting Lecturer in African Studies

Ama Ata Aidoo (Theatre and English Language and Literature)

Lecturers

Margaret Denithorne
Tina Shepard

Research Associate

Martha Richards

[Courses in brackets will not be offered during the current year.]

100a The Art of Theatre Design

An introduction to the elements of scenic, costume, lighting and sound design and an exploration of their relationship to other theatre production elements and the visual arts. The class will attend local productions. Especially designed for those with a limited background in theatre, it will involve class discussion, participation and projects as appropriate to the topic. Open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 15. **{A}** 4 credits

Catherine Smith, M W F 11 a.m.–12:10 p.m.

100b The Art of Theatre Design

A repetition of 100a. 4 credits
Nancy Schertler, M W F 11 a.m.–12:10 p.m.

198a Theatre and Society: Prehistory to the Renaissance

Sex, religion, gender and politics in the theatre: a cross-cultural survey of theatre as a reflection of the values of its audience. The theatres of ancient Greece and Rome, India, Japan and Elizabethan England will be examined within their cultures.

Similarities and differences between theatrical representations will be emphasized. Students will be encouraged to examine the influence that each of these theatres has had on contemporary drama. The course will serve as a foundation to further study. **{L/H/A}** 4 credits

Susan Clark, T Th 10:30–11:50 a.m.

199b Theatre and Society: Renaissance to the Birth of Modern Drama

A cross-cultural survey of theatre, beginning with Japanese Kabuki drama, through Commedia, 17th-century Neoclassicism, romanticism and melodrama to the development of realism and anti-realistic dramas. Special emphasis will be given to the representation of gender on stage, including cross-dressing and the emergence of women as performers. Movements in theatre will be considered in relation to their societies and as influences on modern theatre practice. Recommended background THE 198. **{L/H/A}** 4 credits

Susan Clark, T Th 10:30–11:50 a.m.

A. History, Literature, Criticism

211b European Drama (1520–1904):

The Shock of the Pre-Modern

This course explores a wide-ranging spectrum of theatrical works which were popularly associated with the drives, aspirations, preoccupations and crises of four centuries of European cultural and political experience. It focuses upon works which reflect—and contributed to—an evolution of notions of self, gender and social identity which are fundamental to our most immediate and compelling sense of “who” we are today. We will consider how these texts constitute a vital legacy of public experimentation concerning the possibilities of interaction and relationship and how they continue to inspire experimentation and reflection, providing provocative and often radical perspectives on contemporary experience in an ongoing array of innovative productions. We will look, as well, at how particular works have been transplanted, appropriated and transformed by the cultures of the New World, Africa and Asia. Playwrights to be considered include Machiavelli, Gozzi, Goldoni, Marlowe, Shakespeare, Tirso de Molina, Lope de Vega, Calderon de la Barca, Moliere, Racine, Schiller, Buchner, Ibsen and Chekhov. **{L/H/A}** 4 credits

John Hellweg, M W 11 a.m.–12:10 p.m.

213a American Theatre and Drama

A thematic survey extending from the beginning of colonial theatre to contemporary theatre. Plays, popular entertainments and stage personnel will be studied in relationship to the political, social and cultural environment of the United States. Particular attention will be paid to the inclusion and/or exclusion of American Indians, African Americans, women and homosexuals in the theatre and in society. The major question to be explored is whether or not the theatre, in the process of defining itself as “American,” truly reflects the “melting pot” of America. **{L/H/A}** 4 credits

Susan Clark, T 1–4:50 p.m.

214a Black Theatre

A study of the Black experience as it has found expression in the theatre. Emphasis on the Black

playwrights, performers and theatres of the 1950s to the 1990s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American studies offerings. Attendance required at selected performances. **{L/H/A}** 4 credits

Andrea Hairston, T Th 10:30–11:50 a.m.

217a Modern European Drama

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.

{L/H/A} 4 credits

Leonard Berkman, T Th 9–10:20 a.m.

218b Modern European Drama

Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Friel, Page and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.

{L/H/A} 4 credits

Leonard Berkman, T Th 9–10:20 a.m.

The following advanced courses in history, literature and criticism have limited enrollments as indicated.

300a Women in Theatre

Ranging from the early political plays of Mercy Otis Warren to the art of contemporary actor/writers, the course will chart the critical role that women playwrights, actors and directors have played in shaping the themes, structures and reception of theatre in America. Issues of equality, sexuality and ethnicity, both on the stage and in the social and political context of the United States, will be central. Course materials will include scripts, diaries, films, reviews and popular entertainments. Permission of the instructor required.

{L/H/A} 4 credits

Susan Clark, T Th 9–10:20 a.m.

313a Masters and Movements in Drama

Topic for 1998–99: Caryl Churchill and Three Decades of Selected Feminist Dramatists. This course will focus extensively on Churchill's scripts (from the late 1960s to the present), on fellow British playwright Louise Page, on Marina Carr of Ireland, on Joanna Murray-Smith of Australia, and on Judith Thompson of Canada. {L/A} 4 credits
Leonard Berkman, T Th 10:30–11:50 a.m.

313b Masters and Movements in Drama

Topic for 1998–99: *Uncle Tom's Cabin* in America. The course will examine the 150-year history of *Uncle Tom's Cabin*—referred to by many as "The World's Greatest Hit"—as a popular entertainment in America. Materials will include playscripts, cartoons, films, posters and advertisements, as well as reviews. Specific productions of *Uncle Tom's Cabin* will be examined in the context of the shifting political, cultural and social environments to explore the role that popular entertainment may play in shaping, and reflecting, public opinion. THE 213, American Theatre and Drama, or permission of the instructor required. {L/H/A} 4 credits
Susan Clark, T 1–4:50 p.m.

[315b Colloquium: African and Caribbean Theatre]

A survey of the major developments in African and Caribbean Theatre from the 1950s to the present. Using playscripts, films and critical writings, we will investigate the aesthetics, the spirit and the context of such authors as Aimee Césaire, Derek Walcott, Efua Sutherland, Wole Soyinka, John Kani, Winston Ntshona, Mbongeni Ngema and Percy Mtwa. Historical precedents such as Yoruba Opera, related artistic expression such as Ballet Africain and Carnival, and performance theory will also be considered. Offered in alternate years. Enrollment limited to 20. Attendance required at selected performances. To be offered in spring 2000. {L/H/A} 4 credits
Andrea Hairston

[316a Contemporary Canadian Drama]

Michel Tremblay and contemporary Canadian playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments and issues of

gender, class, and racial, cultural and sexual identity in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include Gratien Gélinas, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, René Daniel DuBois, Margaret Hollingsworth and Sharon Pollock. To be offered in fall 1999. {L/A} 4 credits
Leonard Berkman

317a Movements in Design

Topic for 1998–99: Visual Composition in Film. The visual composition of film has had a significant impact on a modern theatre: how plays are written, directed, choreographed and designed, as well as how plays are perceived by audiences. This course is an investigation of visual composition through analysis of current films and adaptation of dramatic texts into screenplays, storyboards and limited camera and editing work. Some of the films to be studied are by Greenaway, Fellini, Ridley Scott, Jodorowsky, Jarmusch and Lynch. Permission of the instructor required. Enrollment limited to 10. {A} 4 credits
Nicolae Ularu, M W 1–3:30 p.m.

[318b Movements in Design]
 {A} 4 credits

CLT 368a The Play of Ideas

Close textual study of modern continental European plays that deal with violence as a destructive and transformative force of history. Manifestos and theories about the subversiveness of art and its complicity with the status quo, writing as private and social act, purposes of drama as imaginative transgression and social responsibility. Topics include the French Revolution and the Holocaust; plays by Peter Weiss, Elfriede Jelinek, Dario Fo, Václav Havel; essays by Sartre, Artaud, Bataille, Sue-Ellen Case. {L} 4 credits
Luc Gilleman, M W F 10–10:50 a.m.

REL 373a Colloquium: Religion and Theatre in Southeast Asia

An introductory exploration of oral and written texts, performance practices and traditions, and their relation to rites and beliefs prevalent in selected cultures in Southeast Asia. Shamans, shadow puppets, trance, the *dalang*, masked

dance performances, court and village spectacles and the indigenous assimilations of the *Mababbarata*, *Ramayana* will be examined. Students will explore specific performance styles, questions of intercultural practice, contemporary international staging of the epic texts, along with independent research and performance training. Enrollment limited to juniors and seniors. Permission of the instructors required. {A} 4 credits
Dennis Hudson, John Hellweg (Theatre), T Th 3–4:50 p.m.

B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

141a Acting I

Section 1: Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 16. Four class hours. Permission of the instructor required. To enroll in this course, students must leave their names on the sign-up sheets outside the instructors' doors. {A} 4 credits
 Sections as follows:

Paul Zimet, M W 1:10–2:30 p.m.
John Hellweg, T Th 1–2:50 p.m.

Section 2: Voice, Body/Gesture Work
 To provide students with skills to perform classical Greek text. Enrollment limited to 16. Permission of the instructor required. {A} 4 credits
Tina Shepard, M 2:40–4 p.m., T 3–4:50 p.m.

141b Acting I

Section 1: A repetition of 141a, Section 1
 Enrollment limited to 16. Four class hours. Permission of the instructor required. {A} 4 credits
Paul Zimet, M W 1:10–2:30 p.m.

Section 2: Constructing Identities: Oral History into Performance

How are our lives and identities reflected in our clothing, gestures, the ways we use space and the ways we use our bodies? What can we learn about ourselves and the communities to which we belong, and how might we give voice to our experiences? Using field interviews, observation, research and investigation of family histories (our own and others), we will construct original performance pieces which look at the ways we identify ourselves, the boundaries and connections we construct, and how we can communicate them through theatre. Enrollment limited to 16. {A} 4 credits
Ellen Kaplan, M W F 10 a.m.–12:10 p.m.

[151a Stagecraft]

A study of the construction of scenery and props for the stage. The fundamental theories, methods and techniques of translating the design to the physical stage. Two hours of shop time required weekly in addition to class and lab time. L and P. Enrollment limited to 25. {A} 4 credits

[151b Stagecraft]

A repetition of 151a. Enrollment limited to 25. {A} 4 credits

200a Theatre Production

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, Sept. 14, 1998, at 4:15 p.m. Attendance is mandatory. Grading for this course is Satisfactory/Unsatisfactory. 1 credit

Members of the Department

200b Theatre Production

A repetition of 200a. There will be one general meeting on Monday, Feb. 1, 1999, at 4:15 p.m. in the Green Room, Theatre Building. Attendance is mandatory. Grading for this course is Satisfactory/Unsatisfactory. 1 credit

Members of the Department

242a Acting II**Section 1: Acting Styles: Voice and Text**

This is a scene study class with focus on characterization, beat analysis and dramatic structure. We examine contemporary and Shakespearean texts, with emphasis on voice, heightened language and unfamiliar cultural and historical contexts. Students connect vocal and physical investigation with research, analysis and intensive writing. Enrollment limited to 16. Permission of the instructor required. **{A}**

WI 4 credits

Ellen Kaplan, T Th 1–2:50 p.m.

Section 2: Acting-intensive course focusing on the major plays of Chekhov. Actors will explore the cultural/historical/artistic world that Chekhov inhabited as they investigate the acting challenges of his texts. Enrollment limited to 16. Permission of the instructor required. **{A}** 4 credits

Margaret Denithorne, W 1:10–4 p.m.

242b Acting II

Scene Study. The class will explore different entrance points (physical, psychological, musical, visual) to scenes from classical and contemporary plays. We shall test a variety of approaches to acting, including those of Stanislavski, Brecht, Chaikin and Bogart, in an effort to distill what is most useful for the individual actor. Prerequisite: Acting I. Enrollment limited to 14. Permission of the instructor required. **{A}** 4 credits

Paul Zimet, M W 2:40–4 p.m.

252a Scene Design I

The course will aim to develop overall visual design skills and study the general techniques employed in devising sets and costume as well as the ways in which they can interrelate to form a unified design. The course will provide the development of artistic and technical skills in this discipline and an experience in collaborating with other theatre disciplines. Enrollment limited to 12. **{A}** 4 credits

Nicolae Ularu, M W 10 a.m.–noon

Lab F 1–3 p.m.

252b Scene Design I

A repetition of 252a. Enrollment limited to 12. **{A}** 4 credits

Nicolae Ularu, M W 10 a.m.–noon

Lab F 1–3 p.m.

253a Lighting Design I

The exploration of the role of light in the composition of the visual frame, and as a medium for expression in both theatre and dance. Production work is required. Enrollment limited to 12. **{A}** 4 credits

Nancy Schertler, M W F 1:10–2:30 p.m.

Lab F 2:30–4 p.m. at the option of the instructor

[253b Lighting Design I]

A repetition of 253a. **{A}** 4 credits

Nancy Schertler

254a Costume Design I

The elements of line, texture, color and gesture, and their application to design and character delineation. Analysis of clothing construction. Research of clothing styles of various cultures and eras. Enrollment limited to 15. **{A}** 4 credits

Catherine Smith, T Th 1–2:50 p.m.

Lab T 2:50–4:50 p.m. at the option of the instructor

254b Costume Design I

A repetition of 254a. Enrollment limited to 15. **{A}** 4 credits

Catherine Smith, T Th 10:30–11:50 a.m.

Lab T 2:50–4:50 p.m. at the option of the instructor

261a Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required. **{A}** 4 credits

Andrea Hairston, T 1–2:50 p.m.

Leonard Berkman, Th 1–2:50 p.m.

261b Writing for the Theatre

Section 1: A repetition of 261a. **{A}** 4 credits
Leonard Berkman, Th 1–2:50 p.m.

Section 2: Advanced work. Students are expected to complete two one-act plays, a comedy and a tragedy. At least one should be original, but the other may be an adaptation from a short story selected by the student. Class exercises include sketching out scenes and clarifying the nature of main characters. Journal keeping and reading will supplement the work on playscripts. This course presupposes considerable experience in other forms as well as some knowledge of drama. L and P. **{A}** 4 credits
Ama Ata Aidoo, T 1–2:50 p.m.

262a Writing for the Theatre

Advanced work. Prerequisite: 261a or b. L and P. **{A}** 4 credits
Andrea Hairston, T 1–2:50 p.m.
Leonard Berkman, Th 1–2:50 p.m.

262b Writing for the Theatre

Advanced work. A repetition of 262a. **{A}** 4 credits
Leonard Berkman, Th 1–2:50 p.m.

[342a Acting III]

L and P. Enrollment limited to 22. **{A}** 4 credits

[343b Acting III]

{A} 4 credits

344a Directing I

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or its equivalent and permission of the instructor. Enrollment limited to 8. **{A}** 4 credits
Paul Zimet, M W 2:40–4 p.m.

344b Directing I

A repetition of 344a. Permission of the instructor required. Enrollment limited to 8. **{A}** 4 credits
John Hellweg, T Th 9–11:50 a.m.

[345a Directing II]

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. The final project for the course may involve the direction of a one-act play. Prerequisites: 344a or b or its equivalent, and permission of the instructor. Enrollment limited to 4. **{A}** 4 credits
Paul Zimet

345b Directing II

A repetition of 345a. This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. The final project for the course may involve the direction of a one-act play. Prerequisites: 344a or b or its equivalent, and permission of the instructor. Enrollment limited to 8. **{A}** 4 credits
John Hellweg, T Th 9–11:50 a.m.

[352a Scene Design II]

The curriculum of the course is to pose fundamental questions on the nature of theatre and performance that will lead to an innovative approach by students to their independent projects. The interrelationship of theory and practice is central to the questioning demanded by the course. The course is an investigation/analysis in terms of text, its historical context and how the design can operate in a contemporary situation. Prerequisite: 252a or b. Permission of the instructor required. Enrollment limited to 10. Production work required. **{A}** 4 credits

Nicolae Ularu

352b Scene Design II

A repetition of 352a. **{A}** 4 credits
Nicolae Ularu, M W 1–3 p.m.
 Lab F 1–3 p.m.

[353a Lighting Design II]

An advanced study in lighting design which further explores design choices and the role a lighting designer plays in the collaborative whole that is theatre. This class will focus on both the aesthetic as well as the technical components of lighting

design through script analysis, project-on-paper work and realized designs. Production work required. Prerequisite: 253a or b and P. {A} 4 credits

353b Lighting Design II

A repetition of 353a. {A} 4 credits

Nancy Schertler, M W F 1:10–2:30 p.m.

Lab F 2:30–4 p.m.

354b Costume Design II

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques, and rendering. Prerequisites: 254a or b and P. {A} 4 credits

Catherine Smith, M W F 1:10–2:50 p.m.

Lab: two hours to be arranged

400a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits

400b Special Studies

1 to 4 credits

Dance (See Dance Department also.)

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: To be announced.

Basis: 198a and 199b.

Requirements: 10 semester courses, including the following:

1. 198a and 199b as the basis.
2. A poly-cultural sampling of three courses from Division A: History, Literature, Criticism. Courses in other departments that focus wholly on dramatic literature may be counted toward fulfillment of the history, literature and criticism requirements for the major.

3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141a or b or a four-credit dance course); one design or technical course (151a or b, 252a or b, 253a or b, or 254a or b); one directing, choreography or playwriting course (344a or b, 261a or b, or DAN 353a or b).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 198 and THE 199; DAN 151; DAN 171; one from dramatic literature; one from design or technical theatre; three dance studio courses; two credits of THE 200; DAN 272 or 273; one additional course in dance theory at the 300 level; and one additional four-credit course in theatre from either Division A or B at the 300 level.

Students with a dance emphasis should consult with a dance faculty member in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music in their programs. Other courses recommended by the department include ENG 222a, ENG 222b; dramatic literature in any of the language departments.

The Minor

Advisers: Members of the Department.

Requirements: six courses.

Basis: 198a and 199b.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Dance, Choreography, Directing or Playwriting; and
- c. Costume, Lighting or Scene Design.

Honors

Director: Leonard Berkman.

430d Thesis

8 credits

431a Thesis

8 credits

432d Thesis

12 credits

Requirements for the degree with honors:

1. Production-linked proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 1 of the second semester of the junior year. Non-production-linked proposals must be submitted to the director of theatre honors no later than April 4. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
 - a. a thesis in literature, aesthetics, critical analyses or history of any of the theatre arts; or
 - b. a creative project in acting, dance, design, direction, playwriting, choreography or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic or other).
4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

Graduate

Adviser: Leonard Berkman.

M.F.A. in Playwriting: See pp. 60–61.

512a Advanced Studies in Acting, Speech and Movement

4 credits

Members of the Department

512b Advanced Studies in Theatre

4 credits

Members of the Department

513a Advanced Studies in Design

4 credits

A. Scene Design, *Nicolae Ularu*

B. Lighting Design, *Nancy Schertler*

C. Costume Design and Cutting, *Catherine Smith*

D. Technical Production, *Nicolae Ularu*

513b Advanced Studies in Design

A repetition of 513a. 4 credits

515a Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

4 credits

Members of the Department

515b Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

A repetition of 515a. 4 credits

Members of the Department

580a Special Studies

4 credits

Members of the Department

580b Special Studies

4 credits

Members of the Department

590d Research and Thesis Production Project

8 credits

Members of the Department

590a Research and Thesis Production Project

4 credits

Members of the Department

590b Research and Thesis Production Project

4 credits

Members of the Department

Third World Development Studies

Advisers

Elizabeth Hopkins, Professor of Anthropology, *Co-Director*
 Nola Reinhardt, Associate Professor of Economics, *Co-Director*

Gregory White, Assistant Professor of Government
 Ann Zulawski, Assistant Professor of History and
 Latin American Studies

[Courses in brackets will not be offered during the current year.]

Third World development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to systematically analyze processes of social, economic, political and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history and political science while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: six semester courses with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East. See departmental and program listings for course prerequisites. Comparable courses at other colleges may be included with the consent of the minor adviser.

AFRO-AMERICAN STUDIES

- [218b History of Southern Africa]
- [258a 20th-Century Africa: A Modern History]
- 287b History of Africa to 1900
- 330a Seminar: African Autobiography in History

ANTHROPOLOGY

- [231a Africa: A Continent in Crisis]
- 232a Third World Politics: Anthropological Perspectives

- 236a Economy, Ecology and Society
- 237b Native South Americans: Conquest and Resistance
- [241b Anthropology of Development]
- 243b Colloquium in Political Ecology
- [249b Anthropology and International Health]
- 340b Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World
- [341a Seminar: Ritual, Ideology and Power]
- [342a Seminar: Population, Environment and Development]

ECONOMICS

- 202b The Political Economy of World Geography
- [209b Comparative Economic Systems]
- 211a Economic Development
- [213b The World Food System]
- [214a The Economics of the Middle East and North Africa]
- 311b Seminar: Topics in Economic Development
- [318b Seminar: Latin American Economics]

GOVERNMENT

- [224b Governments and Politics of the Middle East and North Africa]
- 226b Latin American Political Systems
- 227a Government and Politics of Sub-Saharan Africa
- [230b Government and Politics of China]
- 231a Government and Plural Societies
- 232b Southern African Politics

[233b Problems in Political Development]
242b The Politics of International
Economic Relations
248a The Arab-Israeli Dispute
[321b Seminar: Power and Politics in
Africa]
322a Seminar in Comparative
Government: Gender, Education and
Democracy in Latin America
[324a Seminar in Comparative
Government: Transitions to
Democracy]
325a Seminar in Comparative
Government: Business and Politics
in Developing Nations
[343b Seminar in International Politics]
[344a Seminar on Foreign Policy of the
Chinese People's Republic]
345a Seminar: South Africa in World
Politics
[346a Seminar in International Politics:
International Organizations and
National Politics]
347b Seminar in International Politics:
The 1991 Persian Gulf War
348b Seminar: Conflict and Cooperation
in Asia
[349b Seminar: The Political Economy of
the Newly Industrializing Countries
of Asia]
[352a Seminar: International Development
Policy]

HISTORY

[208b The Shaping of the Modern
Middle East]
[209b Aspects of Middle Eastern History]
[210b Modern India]
[212b China in Transformation,
A.D. 700–1900]
[214b Aspects of Chinese History:
Religious Practice in China]
221b Modern Japan
260a Colonial Latin America, 1492–1821
261b National Latin America,
1821–Present
[263b Continuity and Change in Spanish
America and Brazil]
295a Imperialism and the British Peoples
[361b Problems in the History of Spanish
America and Brazil]

Interdepartmental

LATIN AMERICAN STUDIES

100a Perspectives on Latin America
301b Seminar: Topics in Latin American
Studies

Urban Studies

Advisers

†Martha Ackelsberg, Professor of Government
Randall Bartlett, Professor of Economics, *Director*

Richard Fantasia, Professor of Sociology

**Helen Searing, Professor of Art

[Courses in brackets will not be offered during the current year.]

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers.

AFRO-AMERICAN STUDIES

278b The '60s: A History of Afro-Americans in the United States from 1954 to 1970

ART

212b Ancient Cities and Sanctuaries
[266b American Architecture and Urbanism]
[270b Architecture of the 20th Century]
285b Great Cities
[286b History of City Planning and Landscape Design]
288a Colloquium: Architectural Studies
Topic for 1998–99: American Architecture, International Perspectives

ECONOMICS

230b Urban Economics

EDUCATION

200a Education in the City

GOVERNMENT

204a Urban Politics
[311b Seminar in Urban Politics]

HISTORY

[271a American Space: History of the American Landscape and Built Environment]
279b City Limits: Urban History of the United States, 1865–Present

SOCIOLOGY

213b Ethnic Minorities in America
218a Urban Sociology
[313a Seminar: America's People
Topic: Race, Ethnicity and the Challenge of Pluralism]

Women's Studies

Members of the Women's Studies Program Committee for 1998-99

Susan Van Dyne, Professor of Women's Studies and of English Language and Literature, *Chair, Women's Studies*
 †Martha Ackelsberg, Professor of Government and of Women's Studies
 Ravina Aggarwal, Assistant Professor of Anthropology
 Leyla Ezdinli, Assistant Professor of French Language and Literature
 Ann Arnett Ferguson, Assistant Professor of Afro-American Studies and Women's Studies
 †Elizabeth Harries, Professor of English Language and Literature and of Comparative Literature
 Alice Hearst, Assistant Professor of Government
 Reyes Lázaro, Assistant Professor of Spanish and Portuguese
 Gary Lehring, Assistant Professor of Government

Dana Leibsohn, Assistant Professor of Art
 Helen Lefkowitz Horowitz, Professor of American Studies
 †Ann Jones, Professor of Comparative Literature
 Maureen Mahoney, Dean of the College
 *Cornelia Pearsall, Assistant Professor of English Language and Literature
 Margaret Sarkissian, Assistant Professor of Music
 Marilyn Schuster, Professor of Women's Studies
 Christine Shelton, Associate Professor of Exercise and Sport Studies
 Patricia Sipe, Associate Professor of Mathematics
 Ruth Solie, Professor of Music
 Elizabeth Spelman, Professor of Philosophy and of Women's Studies
 Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese and of Women's Studies
 Nancy Whittier, Assistant Professor of Sociology

[Courses in brackets will not be offered during the current year.]

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser and the committee.

Goals for the Women's Studies Major

The women's studies major fosters a feminist, interdisciplinary, cross-cultural and critical understanding of human experience, cultural production and the construction of knowledge. Our perspective is feminist: we begin with a focus on women in intellectual, political and cultural life because women's experiences are considered significant in a variety of social and historical contexts. The construction and the meanings of gender are understood, not in isolation, but as constituted through their intersections with race, class,

ethnicity, cultures and sexuality. A central premise of our interdisciplinary major is that only through multiple academic disciplines can the operation of gender, thus conceived, be fully understood. Equally important, by comparing and contrasting the conventions and ideological assumptions of disciplinary frameworks, students acquire a critical understanding of their strengths and limits.

Our perspective is critical, both of traditional disciplines and of ourselves. On the one hand, by providing more information about women's lives and work, women's studies revises existing theories which, despite their claim to universality, are largely based on men's experiences. We are self-critical because debates within feminist thought and different political and intellectual perspectives on issues of importance to women are addressed and valued within our program.

A women's studies major provides perspectives throughout the entire curriculum. It enriches more traditional disciplinary approaches not sim-

ply by including the study of women and the operation of gender, but by transforming the categories through which knowledge is produced and disseminated. The academic field of women's studies is joined to an understanding of the forms of feminist activism around the globe. Research and theory emerge from these everyday realities, and feminist theory, in turn, informs our analysis and political choices.

Requirements for the Major

(beginning with the Class of 2000)

The major consists of 10 semester courses: WST courses and department-based core courses chosen from a list compiled yearly by the Women's Studies Program. Each student, with the help of her adviser, will develop a sequence of courses that enables her to survey the interdisciplinary and cross-cultural character of feminist scholarship and to study one disciplinary concentration in depth. An eight-credit, two-semester honors thesis may be elected by qualified students beyond the 10 courses required for the major.

WST 150, Introduction to Women's Studies, normally taken in the first or second year, and WST 350, Gender, Culture and Representation, limited to senior majors, must be included among those courses. Neither may be taken S/U.

In addition, students are strongly encouraged to take WST 250, Modes of Feminist Inquiry, an advanced course in a special topic listed under WST 300, and a department-based course in feminist theory.

Distribution and Concentration Requirements

With her adviser, the student will devise a plan for her major that will satisfy these requirements:

1. Her *distribution* of courses should enable a student to understand the differences that race, ethnicity, class, culture and sexuality make to women's experience. One or more of her department-based courses should highlight some or all of these issues.
2. At least *three* of the student's department-based courses will be in one of the following

concentrations; one of the courses in the concentration must be at the 300 level. The goal of the concentrations is for students to develop depth in a discipline or field within women's studies, with special attention to the methodology or methodologies that shape the concentration.

- a. *Forms of literary and artistic expression.* Literature, film studies, fine and/or performing arts (including courses designated as literature or the arts in the Latin Honors categories).
 - b. *Historical perspectives.* History (including art history, music history and other courses designated as historical studies in the Latin Honors categories).
 - c. *Modes of political and social organization.* Political and social sciences (including courses designated as social science in the Latin Honors categories).
 - d. *Scientific inquiry.* The sciences, including psychology and exercise and sport studies (including courses designated as natural science, mathematics and analytical philosophy in the Latin Honors categories).
3. Students are also encouraged to take at least two other courses in a department related to the concentration.
 4. Among the 10 courses for the major, *three* must be at the 300 level: WST 350, a 300-level course in the area of concentration, and one other (this could include a special topic offered in WST 300).
 5. In the senior year, before the Certification of Major form is filed, a student will complete a statement reflecting on the connections among the courses in her major, the questions addressed, and the methods used. She will identify what questions have been the most important to her.

Requirements for the Minor

(beginning with the Class of 2000)

In consultation with an adviser from the Women's Studies Program Committee, a student will elect six women's studies courses, including WST 150, Introduction to Women's Studies, normally taken

in the first or second year, and which may not be elected S/U.

Her selection of courses should enable her to survey the interdisciplinary and cross-cultural character of feminist scholarship, and to understand the differences that race, ethnicity, class, culture and sexuality make to women's experience. One or more of her department-based courses should highlight some or all of these issues.

Minors are strongly encouraged to elect at least one course at the 300 level, including the special topics offered in WST 300.

Advising

All members of the Women's Studies Program Committee serve as advisers for the major and minor in women's studies.

Honors

A student may honor in women's studies by completing an eight-credit two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis, are determined by the Women's Studies Program Committee.

400a Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. 1 to 4 credits

400b Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. 1 to 4 credits

430d Thesis

8 credits

Approved courses for 1998-99

WST 100b Issues in Queer Studies

This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, supplemented by film viewings, students will learn about subject areas, methodological issues and resources in queer studies. {S} 2 credits

Marilyn Schuster, Director, Th 7:30-8:45 p.m.

WST 150b Introduction to Women's Studies

An introduction to the interdisciplinary field of women's studies through a critical examination of feminist histories, issues and practices. Focus on the United States with some attention to the global context. Primarily for first- and second-year students. 4 credits

Susan Van Dyne, M W F 11 a.m.-12:10 p.m.

WST 250a Modes of Feminist Inquiry

In this course students will analyze and apply methods used in the interdisciplinary field of women's studies. We will pay particular attention to the nature of evidence used in interpreting women's lives and to cross-cultural awareness. We will emphasize historiographical and textual analysis, archival research and theory-building. Our goal is to learn to use critical methods that will help us understand the personal, social and political choices made by women in the past and present. Recommended for sophomores and juniors. Prerequisite: WST 150 or permission of the instructor. Enrollment limited to 30. 4 credits

Susan Van Dyne, M W F 11 a.m.-12:10 p.m.

WST 300a Special Topics in Women's Studies

Topic for fall 1998: Queer Histories and Lesbian Stories. In this course we will study histories and stories, primarily North American, that alternately define, contradict and correct each other. What do the narratives of gay history tell us? What do they leave out? What are the implications of the encounter between queer theory and gay and lesbian history? What can lesbian fictions (from Radclyffe Hall to Jeanette Winterson, including stories from

The Ladder and writers such as Ann Bannon, Ann Shockley and Cherrie Moraga) tell us about history? What literary and social conventions are lesbian writers writing against? What do their texts (and what we know of the ways they were consumed) tell us about lesbian history that confirm or complicate the narratives of gay and lesbian historians? Prerequisite: WST 150 or 250 and another course that counts toward the major. {H/L} 4 credits

Marilyn Schuster, Th 1–2:50 p.m.

WST 300b Special Topics in Women's Studies

Topic for spring 1999: to be announced. Prerequisite: WST 150 or permission of the instructor.

4 credits

To be announced, to be arranged

WST 350a Gender, Culture and Representation

This senior integrating seminar for the women's studies major examines how gender is structured and represented in a variety of arenas, including art, politics, law and popular culture. Through the critical reading of key contemporary works of feminist theory, we will study the variety and ambiguities of political and symbolic representation. Prerequisite: WST 150. Enrollment limited to senior majors. WST 350 is required of all women's studies majors and may not be elected S/U.

4 credits

Marilyn Schuster, M W 2:40–4 p.m.

WST 350b Gender, Culture and Representation

A repetition of 350a. Prerequisite: WST 150. Enrollment limited to senior majors. WST 350 is required of all women's studies majors and may not be elected S/U. 4 credits

Marilyn Schuster, M W 2:40–4 p.m.

Approved Departmental Core Courses

[AAS 212a Culture and Class in the Afro-American Family]

Ann Ferguson

[AAS 220a Women of the African Diaspora]

Ann Ferguson

AAS 248b Gender in the Afro-American Literary Tradition

Emily Bernard, M W 1:10–2:30 p.m.

[AAS 317a Seminar: History of Afro-American Women and the Feminist Movement, 1830 to Present]

Ann Ferguson

AAS 326b Seminar: The Sociocultural Development of the Afro-American Woman

Ann Ferguson, Th 3–4:50 p.m.

ANT 243b Colloquium in Political Ecology

Frédérique Apffel-Marglin, T Th 10:30–11:50 a.m.

[ANT 244b Woman/Body/Self Cross-Culturally]

Prerequisites: ANT 130a or b or WST 250 or permission of the instructor.

Frédérique Apffel-Marglin

ANT 246b Women and Social Change in China

Beth Notar, M W F 10–10:50 a.m.

[ARH 280b Colloquium: Film and Art History]

Topic: En-gendering Stardom: The Construction of Female and Male Personae in Hollywood Film.

Barbara Kellum

[ARH 342b Studies in 17th-Century Art]

Topic: Mythological Women.

Craig Felton

[CLS 233b Constructions of Gender and Sexuality in Greco-Roman Culture]

Nancy Shumate

[CLT 223a Forms of Autobiography]

Ann Jones

CLT 230b "Unnatural" Women: Mothers Who Kill Their Children

Tbalia Pandiri, T Th 1–2:50 p.m.

[CLT 235b Fairy Tales and Gender]

Elizabeth Harries

CLT 268b Latina and Latin American Women Writers

Nancy Saporta Sternbach, M W F 11 a.m.–12:10 p.m.

CLT 272b Women Writing: 20th-Century Fiction

Marilyn Schuster, M W F 11 a.m.–12:10 p.m.

[CLT 279a Women Writers of the Middle Ages]
Nancy Bradbury, Eglal Doss-Quinby

EAL 251b Modern Korean Literature

Topic for spring 1999: Korean Women Writers of the 20th Century.

To be announced, M W 2:40–4 p.m.

EAL 360a Seminar: Topics in East Asian Literatures

Topic for 1998–99: Japanese Women Writers.
Thomas Roblich, Th 1–2:50 p.m.

[ECO 222a Women's Labor and the Economy]
Mark Aldrich

[ENG 120a Fiction]
Section 3: Women Coming of Age
Elizabeth Harries

[ENG 120b Fiction]
Section: American Women Writers
Ann Boutelle

ENG 264a American Women Poets
Susan Van Dyne, M W F 1:10–2:30 p.m.

[ENG 278a Writing Women: Writing and Publishing in 18th-Century Britain]
Elizabeth Harries

[ENG 278b Writing Women: Remaking American Fiction]
Susan Van Dyne

ENG 280b Advanced Essay Writing: Essays by Women
Ann Boutelle, Th 1–2:50 p.m.

ENG 286a Reading and Writing Autobiography
Ann Boutelle, Th 1–2:50 p.m.

[ENG 300b Seminar: A Major British or American Writer]
Robert Hosmer

[ENG 340b Topics in English Romanticism]
Patricia Skarda

[ENG 342a Seminar: Studies in 19th-Century Literature]
Topic: The Brontës.
Cornelia Pearsall

[ENG 378b Seminar: Women and Literature]
Topic: Contemporary British Women Writers.
Robert Hosmer

[ENG 379b Seminar: Women and Literature]
Topic: Feminist Literary Theory.
Susan Van Dyne

[ESS 550a Women in Sport]

FRN 230a Black Francophone Women Writers
Curtis Small, M W F 10–10:50 a.m.

GOV 266b Politics of Gender and Sexuality
Gary Lebring, T Th 9–10:20 a.m.

GOV 305a Seminar: Law, Family and State
Alice Hearst, T 3–4:50 p.m.

[GOV 321b Seminar in Comparative Government]
Topic: Power and Politics in Africa: The Female Factor.
Walter Morris-Hale

GOV 322a Seminar: Gender, Education and Democracy in Latin America
Susan Bourque, T 1–2:50 p.m.

GOV 341a Seminar in International Politics
Topic for 1998–99: Gender and Global Politics.
Mary Geske, Th 1–2:50 p.m.

**GOV 364b Seminar in Political Theory:
Feminist Theory**

Topic for 1998–99: To be announced.

Rachel Roth, M 7:30–9:30 p.m.

GOV 366a Seminar in Political Theory

Topic for 1998–99: The Body Politic.

Gary Lebring, T 3–4:50 p.m.

[GOV 367b Seminar in Political Theory: Gay and Lesbian Politics and Theory]

Gary Lebring

HST 253b Women in Modern European Societies

Enrollment limited to 20.

Heather McHold, T Th 10:30–11:50 a.m.

[HST 263b Continuity and Change in Spanish America and Brazil]

Topic: Gender in the Study of Latin American History.

Ann Zulawski

[HST 277a History of Women in the United States, Colonial Period to 1865]

Helen Lefkowitz Horowitz

HST 278a History of Women in the United States, 1865–1970

Helen Lefkowitz Horowitz, T Th 1–2:20 p.m.

HST 280a Problems of Inquiry

Topic for 1998–99: Women, Work and Protest in 20th-Century America.

Jennifer Klein, T 3–4:50 p.m., Th 3–3:50 p.m.

HST 383a Seminar: Research in U.S. Women's History: The Sophia Smith Collection

Topic for 1998–99: American Women in the 19th and 20th Centuries.

Helen Lefkowitz Horowitz, W 1:10–3 p.m.

IDP 208a Women's Medical Issues

Leslie Jaffe, T Th 10:30–11:50 a.m.

ITL 343b Modern Italian Literature: Italian Women Writers: Mothers and Daughters

Giovanna Bellesia, T Th 9–10:20 a.m.

JUD 224b Women in Rabbinic Literature

Elizabeth Shanks Alexander, M W F 11 a.m.–12:10 p.m.

[JUD 225a Feminism and Judaism]

[JUD 387b Seminar: Women in Jewish History]

LAS 301b Contemporary Latina Theatre

Nancy Saporita Sternbach, M W 1:10–2:30 p.m.

[MUS 100b C. Women, Men and Music in the Western Tradition]

Raphael Atlas

MUS 100b Colloquium: D. Music and Gender in Cross-Cultural Perspective

Enrollment limited to 15. **WI**

Margaret Sarkissian, M W F 10–10:50 a.m.

PHI 240b Philosophy and Women

Meredith Michaels, T Th 1–2:50 p.m.

[PHI 304b Colloquium in Applied Ethics: Ethics and the Environment]

Angela Curran

PHI 305b Topics in Feminist Theory

Kathryn Pyne Addelson, W 1:10–4 p.m.

PSY 266b Psychology and Women

Prerequisite: PSY 112a or b or permission of the instructor.

Lauren Duncan, M W 1:10–2:30 p.m.

PSY 268a Lesbian Identity and Experience

Joan Laird, T Th 9–10:20 a.m.

[PSY 340a Seminar: Gender and the Life Course]
Maureen Mahoney

PSY 366b Seminar: Topics in the Psychology of Women

Topic for 1998–99: Personality and Life Outcomes of College-Educated Women.

Lauren Duncan, T 1–2:50 p.m.

REL 335b Seminar: Problems in Jewish Religion and Culture

Topic for 1998–99: Contemporary Jewish Women's Spirituality.
Lois Dubin, Th 1–2:50 p.m.

[RUS 239b Major Russian Writers: Women's Memoirs and Autobiographical Writings in Russia]
Alexander Woronzoff-Dashkoff

SOC 229a Sex and Gender in American Society

Nancy Whittier, T Th 9–10:20 a.m.

SOC 323b Seminar: Gender and Social Change

Nancy Whittier, M 1:10–4 p.m.

[SLL 372b Contemporary Women Novelists of Latin America]

Nancy Saporita Sternbach

SPN 363b Contemporary Women Novelists of Spain

Phoebe Porter, M W F 11 a.m.–12:10 p.m.

THE 214a Black Theatre

Andrea Hairston, T Th 10:30–11:50 a.m.

THE 300a Women in Theatre

Susan Clark, T Th 9–10:20 a.m.

THE 313a Masters and Movements in Drama

Topic for 1998–99: Caryl Churchill—Three Decades of Selected Feminist Dramatists.
Leonard Berkman, T Th 10:30–11:50 a.m.

Interdepartmental and Extradepartmental Course Offerings

[Courses in brackets will not be offered during the current year.]

ACC 223a Principles of Accounting

The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed, and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic and a familiarity with a spreadsheet program are suggested. No more than four credits in accounting may be counted toward the degree. {S} 4 credits
Charles Johnson, T Th 1–2:20 p.m.

ACC 223b Principles of Accounting

A repetition of 223a. No more than four credits in accounting may be counted toward the degree. {S} 4 credits
Charles Johnson, T Th 1–2:20 p.m.

[EDP 100b Colloquium: Understanding Social Issues]
Current social issues from many perspectives. Students will define the relevant questions and will be collectively responsible for seeking the answers. Enrollment limited to 12. Preference given to first-year students. (E) 4 credits
Randall Bartlett (Economics)

GLT 291a Western Classics in Translation, from Homer to Dante

Texts include the *Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*. {L} WI 4 credits
Maria Banerjee, Director
Lec. W 2:40–4 p.m.; sections as below:
M W F 11 a.m.–12:10 p.m., *Maureen Ryan (Classical Languages and Literatures)*
M W 1:10–2:30 p.m., *Robert Hosmer (English Language and Literature)*
T Th 10:30–11:50 a.m., *Maria Banerjee (Russian Language and Literature)*

GLT 292b Western Classics in Translation, from Chrétien de Troyes to Tolstoy

Chrétien de Troyes' *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's

The Princesse of Clèves; Goethe's *Faust*; Tolstoy's *War and Peace*. Prerequisite: GLT 291a. {L} WI 4 credits

Maria Banerjee, Director

Lec. W 2:40–4 p.m.; sections as below:

M W F 9–9:50 a.m., *Ann Leone (French Language and Literature)*

M W 1:10–2:30 p.m., *Robert Hosmer (English Language and Literature)*

T Th 10:30–11:50 a.m., *Maria Banerjee (Russian Language and Literature)*

IDP 208a Women's Medical Issues

Topics relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the focus will be on the physiological aspects of these topics, some social, ethical and political implications will be considered including issues of violence and the media's representation of women. {N} 4 credits
Leslie Jaffe (Health Services), T Th 10:30–11:50 a.m.

PPY 209b Philosophy and History of Psychology

An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. 4 credits
Jill de Villiers and Peter de Villiers, T 3–4:50 p.m., Th 3–3:50 p.m.

PPY 213b Language Acquisition

The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. {N} 4 credits
Jill de Villiers, T Th 10:30–11:50 a.m.

Five College Course Offerings by Five College Faculty

[Courses in brackets will not be offered during the current year.]

Yvonne Daniel, Associate Professor of Dance
(at Smith College under the Five College Program)

First Semester

Amherst: Theater and Dance H30f Comparative Caribbean Dance

This course focuses on Cuban, Haitian and Brazilian dance traditions. While attending to strength, flexibility and endurance training, the course trains students in sacred, social and popular forms of dance that permeate the Caribbean region. The course also includes video presentations, mini-lectures, discussions, singing and drumming. As students acquire basic skills in Caribbean dance vocabulary, they are encouraged to demonstrate these in studio and informal settings.

T Th 4–6 p.m.

Smith: Dan 142 C Cuban Dance

This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing.

M 7–10 p.m.

Smith: Dan 540a

History and Literature of Dance: World Performance and Practices

This is a graduate seminar that provides performers with a comparative study of dance/music performance and dance practices that are found throughout the world. The course provides further training in research methods and cultural analysis.

Students present research papers and critically evaluate the dance/music literature on forms other than those that are generally emphasized in institutions within the United States.

T Th 10:30 a.m.–noon

[Smith: Dan 243 Comparative Caribbean Dance II]

Designed to increase proficiency in Caribbean dance styles. It continues Katherine Dunham and Teresa Gonzalez technical training and contextual investigation, and focuses on performance of traditional forms. Prerequisite: DAN 142, Section B, Comparative Caribbean Dance I. Enrollment limited to 35.

[Smith: Dan 272a Dance and Culture]

Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, ritual, political, economic and aesthetic. Course materials are designed to provide students with a foundation for the study of “dance” and for the interdisciplinary study of dance and society; they include readings, video and film viewing, research projects and dancing. A prerequisite for Dan 375, Anthropology of Dance.

Second Semester

Hampshire: Dan 142 B Comparative Caribbean Dance

This course focuses on Cuban, Haitian and Brazilian dance traditions. While attending to strength, flexibility and endurance training, the course trains students in sacred, social and popular forms of dance that permeate the Caribbean region. The

course also includes video presentations, mini-lectures, discussions, singing and drumming. As students acquire basic skills in Caribbean dance vocabulary, they are encouraged to demonstrate these in studio and informal settings.

T Th 3:30–5 p.m.

Smith: Dan 142b D

Cultural Dance Forms: Haitian I

This course is designed to train students in African-derived movement and to place specific dances of Africa and Haiti in their cultural contexts. The course focuses on Katherine Dunham technique and also includes mini-lectures, discussion, reading and video presentations. Students are encouraged to perform in studio or concert settings.

M 7–10 p.m.

Smith: Dan 375b

Anthropology of Dance

This course is a cross-cultural examination of dance in the history of anthropology. It covers dance as both ritual behavior and theatrical performance. Through lectures, readings and films, the literature of dance anthropology is reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Research methods are examined and practiced in short-term projects. Through dancing also, students are exposed to values that are embodied in dance movement. Prerequisite: 272 or permission of the instructor.

T Th 10:30 a.m.–noon

Crystal Griffith, Five College Visiting Assistant Professor of Film/Video Production (at Smith College and the University of Massachusetts under the Five College Program)

First Semester

Smith: FLS 292

**Advanced Video Production Workshop:
Video [Re]Presentation and Activism**

An advanced video production course focusing on

issues of representation and activism. Students will work on individual and collaborative projects in order to [re]present, engage and inspire through the creation of video art. Particular attention will be paid to the works of video/filmmakers engaged in the struggle to create liberational, alternative images of people and communities “othered” by the lens of dominant cinema. Enrollment limited to 13. 4 credits

Th 1–5 p.m.; W 7:30–9:30 p.m. lab/screening

UMass: Art 297V

**Personal Narrative and Historical Memory:
Introduction to Video Production**

Through the creation of collaborative and individual works, students will learn the basics of video production: story, lighting, camera, sound and editing. Particular attention will be paid to studying the works of independent video/filmmakers whose works address issues of representation, memory and history. Enrollment limited to 12. 4 credits

F 9 a.m.–12:30 p.m.; 1–3 p.m. lab/screening

Second Semester

Smith: FLS 280a

Video Production Workshop: From Nuts and Bolts to Video Art

This course provides students with the basic technical, aesthetic and theoretical skills (story, structure, lighting, camera, sound and editing) needed to realize their vision and make video art. The course emphasizes collaborative work and personal narratives as students examine the work of independent video/filmmakers. Enrollment limited to 13. 4 credits

UMass: COMM 397

Special Topics—Advanced 16mm Film Production

In this class, intermediate to advanced level students will produce short collaborative and individual projects on 16mm black and white film. Special emphasis will be placed on cinematography. Enrollment limited to 13. 4 credits

[Smith: FLS 282b

Video (Re)presentation and Activism]

An introductory video production course for the activist, the intrigued or the obsessed—in short, for anyone with an idea or story that keeps them up at night. Students will work on individual and collaborative projects in order to (re)present, engage and inspire through the creation of video art. Particular attention will be paid to studying the works of documentary video/filmmakers engaged in the struggle to create liberational, alternative images of people and communities “othered” by the lens of dominant cinema. Enrollment limited to 12. 4 credits

[UMass: Comm 397M

Special Topics—Video Production II:
Black Cinema]

Lecture, studio. The subject of this course is Black representation in American films and videos. We will interrogate the historical, social, structural and aesthetic constructs which influence the imaging of Blacks in “Hollywood” and “independent” cinema. This course is project oriented and offers students an opportunity to see, imagine and create alternative representations of Black people and communities on video. Through this process, we hope students will gain not only a mastery of the art of video, but also a fuller understanding of how alternative representations of Black experiences and histories are critical to social progress. Special emphasis will be placed on story conceptualization and development. Prerequisites: previous production experience, application process and permission of instructor. Students must fill out and submit an application for this course.

Mohammed Mossa Jiyad, Five College Senior
Lecturer in Arabic (at Mount Holyoke College under the Five College Program)

First Semester

Mount Holyoke: Asian 130 **Elementary Arabic I**

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including

courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing.

Mount Holyoke: Asian 130 **Elementary Arabic I**

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing.

Mount Holyoke: Asian L232f **Intermediate Arabic I**

This course continues Asian Studies 130–131, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. Prerequisite: Asian Studies 130–131 or permission of the instructor.

UMass: Arabic 126 **Elementary Arabic**

Introduction to Modern Standard Arabic; emphasis on oral communications; oral proficiency; elements of speech, reading, writing and speaking.

[Amherst: Arabic 1
First-Year Arabic I]

This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs and on how to use an Arabic dictionary.

[Smith: ARA 283a
Intermediate Arabic I]

This course expands the scope of the communicative approach as new grammatical points are in-

troduced (the various forms of regular and irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is also placed on reading and writing short passages and personal notes. This second year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.), and expands one's writing skills.

Second Semester

Mr. Jiyad will be on leave spring semester 1999. The continuation of first-year Arabic at Mount Holyoke and the University of Massachusetts will be taught by staff. The continuation of second-year Arabic at Mount Holyoke will also be taught by staff.

Additional courses in First-Year Arabic (instructor: Professor Tayeb El-Hibri) will be taught at Amherst College and Smith College. Second-Year Arabic (instructor: Professor Tayeb El-Hibri) will also be taught at the University of Massachusetts.

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program)

First Semester

UMass: PS 354

International Relations: Security Issues in the U.S.-Russia-China Relationship

Will examine the context and character of current U.S.-Russian and U.S.-Chinese relations, with particular emphasis on international security. Topics to be examined will include: the nuclear weapons policies of the United States, Russia and China; the status of U.S.-Russian arms control agreements; Russian and Chinese nonproliferation policies and practice; Russian and Chinese arms sales behavior; Russian and Chinese relations with the "rogue states"; NATO expansion; Russian relations with the other ex-Soviet states; U.S.-Russian competition over the oil resources of the Caspian Sea basin; the status of Taiwan; Chinese claims to the South China Sea; human rights issues and trade disputes in the

U.S.-China relationship. Students will be expected to discuss and debate these issues in class and to prepare a research paper on a particular aspect of U.S.-Russian or U.S.-Chinese relations.

[Mount Holyoke: IR 225

Global Environment and World Politics]

An examination of the interactions between environmental and resource issues with international relations and world security affairs. Will identify major environmental problems (greenhouse warming, ozone depletion, resource scarcities, deforestation and so forth) and show how they are producing both new forms of conflict among states and societies as well as new forms of collaboration. Students will be expected to prepare a research paper on some aspect of global environmental politics.

Second Semester

Amherst: Political Science 64

Seminar on International Security Politics

An intensive investigation of current themes in international security politics, with particular emphasis on the central role played by the United States. Will begin by examining the domestic and international debate over what sort of global role the United States should play as the world's "sole superpower." Will then consider various aspects of U.S. policy and practice regarding international security affairs, including U.S.-Russian arms control agreements, U.S.-China relations, nuclear proliferation, the conventional arms trade, "rogue" states, NATO expansion, regional security (especially in the Middle East and the Asia-Pacific), U.N. peacekeeping, and ethnic conflict. Students will be expected to discuss and debate these policy issues in class and to prepare a research paper on some aspect of contemporary international security politics.

[Hampshire: SS 249

The Environment, Resources and World Security]
A study of the ways in which problems of environmental decline and resource scarcities are interacting with global economic pressures, demographic trends and ethnic/national politics to create new challenges to peace and world security. Will attempt to show how the problems arising from environ-

mental degradation and uneven economic development are distributed among the human population, producing greater hardship for some groups than for others—differences that often fall along ethnic/religious/race/class lines, thereby exacerbating any pre-existing tensions between neighboring groups. Will also examine such concerns as the plight of indigenous peoples in areas of declining environmental habitability, and international disputes arising over shortages of energy supplies, drinking water, arable soil and other vital resources. Finally, will assess the ways in which the world community is currently attempting to cope with these problems, and consider various proposals for improving these responses.

[Smith: Government 251
Problems of International Security]

A survey of the emerging threats to international peace and security in the post–Cold War era, and of the methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems, and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical weapons proliferation; conventional arms trafficking; arms control and disarmament; U.N. peacekeeping; global environmental degradation; population growth; and resource scarcities. Students will be expected to conduct intensive research on a particular world security problem of their choice and to write up their results in a term paper; they may also be asked to give an oral report on their findings in class.

[UMass: Political Science 351
International Security Policy]

A survey of the principal threats to international peace and stability in the post–Cold War era, and of the methods devised by the world community to overcome these threats. Will focus on such concerns as: regional conflict in the Third World; nuclear and chemical weapons proliferation, the conventional arms trade; ethnic and religious strife; the world security consequences of population growth, environmental decline and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; U.N. peacemaking and peacekeeping operations; international mediation and conflict resolution efforts; regional security systems. Students will be expected to write a research paper on a current conflict or security problem, covering both the nature and origins of the conflict/problem and the most promising solutions that have been devised to resolve it.

Josh Kun, Five College Assistant Professor of Comparative Literature (at the University of Massachusetts under the Five College program Crossroads in the Study of the Americas)

First Semester

Amherst: English 61

Studies in American Literature: Culture and Performance in the U.S.-Mexico Borderlands

This course will examine the extended, transnational spaces of the U.S.-Mexico borderlands as sites of two-way cultural traffic, production and performance. We will examine a wide-ranging mix of cultural texts that includes popular music, literature, folklore, performance art, photography, video art, painting, film and music video. These texts will include Gregory Nava's *Selena*, border-punk band *Tijuana NO*, Orson Welles' *Touch of Evil*, Guillermo Gómez-Peña's *Border Brujo*, the monito paintings of Carmen Lomez Garza, the mestiza writings of Gloria Anzaldúa, the childhood migrant stories of Francisco Jimenez, the photo essays of Charles Bowden and the public art installations of David Avalos. We will pay close attention to the relationship between national geography and the shaping of popular cultures—between the maps that nations draw and the cultural forms that cut across them. We will focus primarily on the contemporary period, examining culture, media and literature in light of recent economic and political developments within the borderlands. Ultimately, by studying culture and performance within a region often maligned as a cultural and environmental wasteland or sensationalized as a political battlefield and space of illicit eroticism, the course will stress the importance of the borderlands to current debates within

U.S.-Mexico relations and, more specifically, to the ways in which "American culture" and "American identity" are constituted, lived and policed.

UMass: Comparative Literature 693

Culture's Ear: Methodologies of Listening

This graduate seminar, open to undergraduates with the permission of the instructor, is designed to serve as an introduction to listening as a methodology of critical practice. Beginning with the assumption that Western critical discourse has been traditionally marked by an overtly visual or ocular bias, we will attempt to construct an alternative archaeology of the aural, one that explores the discursive possibilities of privileging the ear over the eye. We will deal with a wide variety of texts that range across disciplines and genres in order to arrive at new ways of theorizing and understanding cultural production through various manifestations of sound, noise, music and, in one case, laughter. We will be particularly concerned with the relationship between listening and writing, listening and the nation, and between listening and the formation of identities and identifications across race, ethnicity, gender and sexuality. The course will be loosely divided into two sections. In the first, we will concentrate specifically on theorizing acts of listening and the production of "listening subjects" (discussing the work of writers such as Theodor Adorno, Roland Barthes, Friedrich Kittler and Walter Ong). In the second, we will use these introductory tunings as guides to understand various listening formations across the Americas, from the Declaration of Independence and opera divas to Puerto Rican salsa, Muzak, Jamaican dub poetry and dance hall music, and African-American jazz poetry and hip-hop. Permission of the instructor required.

Second Semester

Hampshire: HACU 200

Sound Clash: Race, Ethnicity and Popular Music

This course approaches the history of U.S. race and ethnicity as a history of popular sound—a dissonant conglomerate of noises, songs, mixes, beats, verses and collages that tell revealing stories about the way identities are formed and de-formed

and nations are imagined and transgressed. Though we will take a general interest in the often neglected relationship between race, nation and popular music, we will focus on the sounds of the 20th-century United States. Beginning with blackface minstrelsy and Tin Pan Alley and ending with hip-hop, breakbeat club cultures, and the Latin/o American rock of "the new world border" (with stops in blues, jazz, salsa, conjunto and R&B along the way), we will concentrate on cultural exchanges, appropriations and clashes between African-Americans, Latinos, Asian-Americans and Jewish-Americans. The course is not designed to offer a linear and comprehensive history of American music, nor is it meant to be an introduction to the technical, formalist study of music. It will involve an extensive reading list (that ranges from literature and sound theory to critical race theory and cultural studies), and students will be required to develop their skills as critical listeners in a series of weekly writing exercises.

UMass: Comparative Literature 391

Im/migration and 20th-Century American Literature

This course explores the impact of im/migration on the construction of "American" identities and the formation of the "American" literary imagination. How have processes of immigration and migration served as organizing themes throughout 20th-century American literature, and how have they impacted the history of racial and ethnic formations in the United States? By examining im/migrant novels and short stories by Asian-Americans, Latinos, African-Americans and Jewish-Americans, we will analyze how the im/migrant narrative (in all of its various forms) depicts and enacts shifting articulations of ethnic and racial identities. We will pay attention to the very different ways in which these im/migrant stories portray and interrogate issues such as citizenship (both cultural and political), border crossing, assimilation, racial passing and patriotism. We will examine each text in the context of the federal and state immigration policies in which they were produced and the way such policies contribute to the changing profile of U.S. race and ethnicity in the public sphere. By concentrating on writing that moves between national geographies and produces mobile subjects and mobile identities, we will

emphasize how im/migrant narrativity continues to re-map the borders and boundaries of "American" literature.

Elizabeth H.D. Mazzocco, Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program)

First Semester

UMass: Italian 514

The Early Renaissance

This course will focus on the early Italian epic and the world of Quattrocento Italian chivalric myth. Works studied will include Luigi Pulci's *Morgante* and Matteo Maria Boiardo's *Orlando Innamorato* as well as other minor literary works. Topics for discussion will include: the female warrior, magic, incantations and sorcery, the birth of an Italian self, historical vs. literary chivalric practices, the ideal knight, the destruction/creation of chivalric myth, the blurred boundaries between chivalric game and war, dragons and winged horses, the education of a knight, as well as a variety of other topics to be chosen as a class. Students will write several papers and deliver oral presentations. All work (oral and written) will be in Italian.

T Th 11:15 a.m. – 12:30 p.m.

[UMass: Italian 524

Literature of the High Renaissance]

This course as a whole will explore masterpieces of prose, poetry and theater from the Italian High Renaissance. We will read selections from the works of Ariosto, Castiglione, Bembo, della Casa, Machiavelli, Ruzante, Aretino, Michelangelo, Vittoria Colonna and Gaspara Stampa. Students will compose critical essays, prepare oral presentations, and write a solid research paper on a topic chosen by the student and approved by the professor. The students enrolled in the enriched honors colloquium will read additional selections dealing with the Renaissance linguistic theories and treatises associated with the intensely charged debate surrounding the *questione della lingua* as well as selections from Renaissance Italian politi-

cal thought. They will relate these theoretical studies to the literary works already under discussion and write an additional critical/analytical paper treating a work not studied previously. All work will be done in Italian.

Second Semester

UMass: Italian 240

Intermediate Italian

Using satellite transmissions, newspapers, magazines and the Web, students will increase their understanding of contemporary Italian culture. Through a selection of short readings, films and short-subject videos, students will be introduced to cultural themes and concerns affecting Italy now and in the 21st century. Student projects will include short essays, oral presentations and creative work like video production and Web page design.

[UMass: Italian 597

Literary Transformations: From the Page to the Stage]

This course focuses on selected Italian operas and their literary origins. We will explore the historical/literary environment of the original texts and their impact on the society of their time; we will then follow the transformation of the text into the opera libretto and study the place of the opera on the world stage. Works to be considered include Poliziano's *Orfeo* and Monteverdi's "Orfeo," the commedia dell'arte movement and Leoncavallo's "I Pagliacci," Dante and D'Annunzio's rendition of "Francesca da Rimini" and the opera of Zandonai, Dumas' *Lady of the Camellias* and Verdi's "La Traviata," and Verga's short story and play "Cavalleria Rusticana" and the Mascagni opera of the same name. The course will be taught in English. Texts and librettos will be in Italian. Students may do work in Italian or English.

[UMass: Italian 590a

Italian Renaissance Comedy]

This course will investigate the roots of Italian Renaissance theater, paying special attention to the role of Boccaccio. We will then read a variety of Renaissance comedies including works by Ariosto, Bibbiena, Machiavelli, Ruzante and others. In addition to studying the individual

comedies themselves, we will seek to understand the influence of contemporary culture on the works and vice versa. There will be oral presentations, several papers and a final. All work will be done in Italian. This course is open to advanced majors and graduate students.

J. Michael Rhodes, Professor of Geochemistry
(at the University of Massachusetts under the Five College Program)

First Semester

UMass: Geo 105

Dynamic Earth

The earth is a dynamic planet constantly creating oceans and mountain ranges, and accompanied by earthquakes and volcanic activity. This course explores the relationship between earthquakes, volcanoes and plate tectonics, the hazards that they produce, and their impact on humans.

[UMass: Geo 591G

Analytical Geochemistry]

A review of modern analytical techniques that are widely used for the chemical analysis of geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these techniques, the sources of error and the role that they play in analytical geochemistry. Petrology or Introductory Geochemistry recommended. Enrollment limited.

[UMass: Geo 591M

Geochemistry of Magmatic Processes]

Geochemical aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry. 3 credits

Second Semester

UMass: Geo 591V

Volcanology

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited. 3 credits

[UMass: Geo 512

X-ray Fluorescence Analysis]

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Enrollment limited. 2 credits

Elizabeth Subrin, Five College Visiting Assistant Professor of Film/Video (at Amherst College and Mount Holyoke College under the Five College Program)

First Semester

Amherst: English 89f

Production Seminar on the Moving Image

An intermediate course in the theory and practice of film/video production as an art form. Included are hands-on video production and post-production workshops, as well as screenings and critical readings. Topics for the seminar will vary from year to year. Requisite: English 82f and/or permission of the instructor. Seminar meets once weekly plus evening film screening. Limited enrollment. (Contact English Department before registration.) W 2-5 p.m.; T 7:30-10:30 p.m. for screenings

Mount Holyoke: FS210

Production Workshop on the Moving Image

An introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and

editing equipment, supplemented with screenings and critical reading. Enrollment limited to 15.

Requisite: permission of instructor. (Contact Film Studies Department before registration.)

T 1–4 p.m.; M 7–10 p.m. for screenings

Second Semester

Amherst: English 82s

Production Workshop on the Moving Image

An introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and editing equipment, supplemented with screenings and critical reading. Enrollment limited to 15.

Prerequisite: permission of instructor. (Contact English Department before registration.)

Mount Holyoke: FS310

Production Seminar on the Moving Image

An intermediate course in the theory and practice of film/video production as an art form. Included are hands-on video production and post-production workshops, as well as screenings and critical readings. Topics for the seminar will vary from year to year. Prerequisite: English 82f and/or permission of the instructor. Seminar meets once weekly plus evening film screening. Limited enrollment. (Contact Film Studies Department before registration.)

Five College Certificate in African Studies

The Five College Certificate in African Studies offers an opportunity for students to pursue a concentration in African studies as a complement to their majors.

Minimum course requirements are six courses to be distributed as follows:

1. One course providing an introductory historical perspective that surveys the African continent;
2. One course on Africa in the social sciences;
3. One course on Africa in the fine arts and humanities;
4. Three additional courses on Africa, each in a different department, chosen from history, the social sciences, education, and the fine arts and humanities.

Other requirements:

1. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic);
2. No more than two courses in any one department may be counted toward the certificate;
3. Students must receive a grade of B or better in every course;
4. Students are encouraged to take advantage of academic programs that offer residence for a semester or more in Africa;
5. With the approval of the student's African studies adviser, two relevant courses taken at schools other than the Five Colleges may be counted toward the certificate.

For further details, consult one of the Smith College representatives: Elizabeth Hopkins, Department of Anthropology; Louis Wilson, Department of Afro-American Studies.

Five College Certificate in Culture, Health and Science

The Five College Certificate in Culture, Health and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease and healing through an interdisciplinary focus. Under the guidance of faculty program advisers on each campus, students choose a sequence of courses available within the five campuses and identify an independent research project that will count toward the certificate.

The certificate represents areas of study critical to understanding health and disease from a biocultural perspective:

1. Overviews of biocultural approaches: covering biocultural and comparative approaches to human health and disease.
2. Mechanisms of disease transmission: mechanisms of health and disease growth and transmission within individuals and populations.
3. Population, health and disease: the relationship among social, behavioral, economic and other aggregate population forces and human health and disease.
4. Healers and treatment: the organization, interpretation and function of healers and treatment.
5. Ethics and philosophy: structures of knowledge about health and health care decision-making, including ethical and philosophical issues.
6. Research design and analysis: concepts of evidence, data collection, research ethics, measurement and/or analysis.

Requirements: The Five College Certificate in Culture, Health and Science consists of seven courses with a grade of B or better, with at least one course in each of the six categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. Students are urged to begin with courses in Categories 1 and 2 and to take courses in Category 2 that will expose them to knowledge of health and disease processes at the level of the population as well as the individual or suborganism levels. Students must also complete an independent research project through an internship, thesis, Division III project, course project, independent study or other activity acceptable to their local campus adviser. At the discretion of the campus adviser, courses from the student's major can count toward the certificate. Certificate students are strongly urged to take at least four semesters—or its equivalent—of a second language. Such language training may be required for students seeking internships and summer research positions available through the program.

For further details, consult the Smith College representative: Donald Joralemon, Department of Anthropology.

The certificate is pending approval at Amherst College and the University of Massachusetts.

Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations. The Five College Certificate in International Relations essentially parallels the Smith College minor in international relations. They differ in the former's inclusion of language and grade requirements and, of course, its conduct under the rubric of Five College cooperation.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary U.S. foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a developing region.

A complete list of the Five College courses for each of the seven requirements is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm. Not every Five College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: William Taubman, Political Science.

Hampshire College: Benjamin Wisner, Social Science.

Mount Holyoke College: Vincent Ferraro, Politics.

Smith College: Gregory White, Karen Alter, Mary Geske, Government.

UMass: Stephen Pelz, History; Eric Einhorn, Political Science; Peter Haas, Political Science; M.J. Peterson, Political Science.

Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260a/261b);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion and theatre);
3. One course in the social sciences, including anthropology, economics, geography, political science and sociology, that offers substantial attention to Latin America and/or the Caribbean;

4. Four other courses which should be more advanced and more specific in focus;
5. A seminar which gives the student's course work in Latin American studies an interdisciplinary force.

Other requirements:

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

Five College Certificate in Middle East Studies

The Five College Certificate in Middle East Studies provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic and prospective professional needs in conjunction with an adviser from their home institution. The program is administered by the Five College Committee for Middle East Studies, which includes the program advisers from each campus. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the five institutions, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's adviser. Courses from outside the Five Colleges will be counted as contributing toward the fulfillment of certificate requirements on the recommendation of the campus adviser and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate.

Requirements:

1. Knowledge equivalent to at least two years of college study of a language of the region. Arabic and Modern Hebrew are currently taught in the Five Colleges; in consultation with an adviser, other languages of the region may be substituted.
2. Two introductory courses providing a historical overview of the medieval and modern periods.
3. Five courses from the following categories. Students must take at least one course from each of the first three groups, and no more than two from any single group.

Group one:	Religion/Philosophy
Group two:	History/Literature/Arts
Group three:	Social Sciences
Group four:	Additional language study beyond what is required to satisfy the language requirement above.

A list of courses offered at the Five Colleges satisfying each of the requirements is available from the advisers listed below and through the Five College Center or on the Five College Web page (<http://www.fivecolleges.edu>). Courses not listed, whether taken at one of the Five Colleges or elsewhere, must be approved by the committee on the recommendation of the campus adviser.

There is at least one adviser on each campus in Middle East studies.

Amherst College: Jamal J. Elias.

Hampshire College: Ali Mirsepassi.

Mount Holyoke College: Sohail Hashimi, Vincent Ferraro.

Smith College: Keith Lewinstein.

University of Massachusetts: Tayeb El-Hibri.

Five College Self-Instructional Language Program

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20–30 minute oral exam; from that exam, the professor determines a grade for the course.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam *the semester before* language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Foreign Language Resource Center, 102 Bartlett Hall, University of Massachusetts, by the center's director, Elizabeth H.D. Mazzocco.

Language Courses Offered in 1998–99

Czech I, II, III, IV
 Hindi I, II, III, IV
 Hungarian I, II, III, IV
 Indonesian I, II, III, IV
 Modern Greek I, II, III, IV
 Norwegian I, II, III, IV
 Serbo-Croatian I, II, III, IV
 Swahili I, II, III, IV
 Turkish I, II, III, IV
 Urdu I, II, III, IV

First Year Seminars

These courses will be taught on an experimental basis and are to be offered not more than twice during the first semester in the academic years 1998–99 to 2000–2001.

FYS 110a Image and Word

An introduction to analyzing works of art. Topic for 1998–99: Classical Mythology. A focused study of classical mythology in art. Exploration of the meanings that selected Greek and Roman myths have in different times and in different cultural contexts, as well as variations expressed by different artists. Consideration given to divergent interpretations found in art and in literature. The underlying theme is using writing as a tool in the process of learning how to see, analyze and understand works of art. Students will present their analyses and ideas, as well as the visual evidence on which they are based, in short written and oral assignments that will explore how word choices affect seeing and understanding. Students will work with original works of art in the Smith College Museum of Art, and some class meetings will be held in that and other museums. Enrollment limited to 16 first-year students. (E) **{H/A} WI** 4 credits

Caroline Houser (Art), T Th 1–2:50 p.m.

FYS 111a Jerusalem in History, Literature and Art

An introduction to the development of Jerusalem as a sacred city in fact, in concept and in image. The history of Jerusalem will enhance understanding of the symbolic values of Jerusalem in literature and art from the past to the present. Classes will include videos on biblical backgrounds, and many classes will be held in the Smith College Museum of Art and in the Mortimer Rare Book Room in Neilson Library, where students will see and evaluate various artistic representations that

depict and illuminate Jerusalem in particular and Israel in general. Enrollment limited to 20 first-year students. (E) **{L/H} WI** 4 credits
Patricia Skarda (English Language and Literature) and *Karl Donfried (Religion and Biblical Literature)*, M W 1:10–2:50 p.m.

FYS 112a The Work of Repair, or the Case for Homo Reparans

Repairing is a crucial activity for beings like ourselves, who are inherently limited by the resources at our disposal, who are subject to the ever-present possibility of error and decay, who seek continuity with the past, and who face the necessity of patching up relationships with our neighbors. What are people doing when they are fixing objects, mending relationships, or repairing the social and political damage left in the wake of past events? What capacities are they exercising? Under what conditions is repair desirable, under what conditions inappropriate or impossible? Enrollment limited to 16 first-year students. (E) **{S} WI** 4 credits

Elizabeth V. Spelman (Philosophy), T Th 10:30–11:50 a.m.

FYS 113a Meanings and Values in the World of Work

We will examine diverse issues regarding work: What significance does work have in our lives? How does it vary across communities, classes and professions? How is it related to individual and group identity? What makes it desirable or undesirable, and meaningful or meaningless? What rights, interests and obligations does it involve? Is there a right or obligation to work? How should various opportunities, benefits and burdens associated with work be distributed? How should work be organized and controlled? What forms of cooperation and conflict exist in work? How

are notions of play and leisure related to work? Enrollment limited to 16 first-year students. (E) **{S} WI** 4 credits

Ernest Alleva (Philosophy), M W 2:40–4 p.m.

FYS 120a American Cities in Crisis

An examination of the current condition of American cities, how they have come to be as they are, and their possibilities for the future. While cities were once seen as sites of wealth and power, the very word “urban” has come to connote poverty and decay. This is a seminar about why. Topics covered will include the role of technological change in urban evolution and important policy decisions regarding poverty, housing, transportation and local finance. Enrollment limited to 16 first-year students. (E) **{H/S} WI** plus some attention to quantitative skills. 4 credits

Randall Bartlett (Economics, Director of Urban Studies and member of the Advisory Committee of the Program in Public Policy), T Th 10:30–11:50 a.m.

FYS 121a Insane Asylum to State Hospital to What? or The Transformation of the Northampton State Hospital

The Northampton State Hospital lies adjacent to Smith College in Northampton. In 1978 a federal court ordered the closing of the hospital as one part of a process of deinstitutionalizing the mentally ill. The facility began in the mid-1800s as the third hospital for the insane in Massachusetts. At its height, a century later, it had over 2,000 patients and over 500 employees. In 1993 the hospital was officially closed. Now, 154 acres of land and 45 buildings on the “campus” have been made available by the state for reuse and development. This seminar will explore the history of the Northampton State Hospital, its closing and its future. In particular, it will focus on its impact on the City of Northampton. Goals of the seminar include preparing material for local historical libraries and contributing to the planning process for the redevelopment of the site. Enrollment limited to 16 first-year students. (E) **{H/S} WI** plus some attention to quantitative skills. 4 credits

Thomas Riddell (Economics and member of the Advisory Committee of the Program in American Studies), M W F 1:10–2:30 p.m.

FYS 130a Social Mammals on Land and in the Ocean: Facts and Fantasies

The earliest cave paintings illustrate human interest in social mammals since the dawn of civilization. This seminar will explore how sociality fits into the biology of these mammals. For most of the semester, we will study how the ecology, evolution, behavior, physiology and reproduction of these mammals affect and are affected by their social structure. During the last part of the semester, we will see how novels such as David Brin’s *Startide Rising* or the *Chanur* series by C.J. Cherryh have used this science to create science fiction. Enrollment limited to 16 first-year students. (E) **{N}** Quantitative skills. 4 credits

Virginia Hayssen (Biological Sciences), T Th 9–10:20 a.m.

FYS 131a Environmental Issues on Campus

This course is designed to use the natural outdoor setting of the Smith College campus pond and the Smith College experimental forest in Whately, Massachusetts to evaluate the environmental impact of land-use changes. We will investigate how dredging the campus pond may impact ecosystems located downstream, the history of dam construction along the Mill River, and how colonial and modern agricultural activity and development have impacted the chemistry of soils. Class time will be spent making field measurements and observations or performing laboratory analyses on water and soil samples collected in the field. Students will submit written assignments following each field trip or laboratory exercise. Enrollment limited to 14 (van capacity) first-year students. (E) **{N} WI** 4 credits

Amy Rhodes (Geology), M 1:10–2 p.m., W 1:10–4 p.m.

FYS 132a Social Identity and Race

Questions of personal identity and the social meaning of race and ethnicity in contemporary society provide the basis for an exploration of the ways in which the natural and social sciences use graphs, figures and charts to describe information. Both the interpretation and construction of a variety of representational modes will be emphasized. Lecture, discussion and a weekly computer laboratory. Enrollment limited to 20 first-year students. (E) **{S/M}** Quantitative skills. 4 credits

Brenda Allen (Psychology) and Fletcher Blanchard (Psychology), T Th 9–10:20 a.m. plus weekly computer laboratory

FYS 133a What Can We Know?

An exploration of the development of physical ideas from the deterministic nature of Newtonian physics to the random nature of modern quantum theory from a scientific and philosophical point of view. Topics include the necessity of using chance and probability to achieve answers to questions in chemical, atomic and nuclear systems, the occurrence of unpredictability because of slightly different initial conditions—chaos theory—and the requirements that chance and probability play in quantum theory, including the quantum mechanical paradoxes. The course is designed to give first-year students a general understanding of the mysteries of modern scientific thought. Enrollment limited to 20 first-year students. (E) {H/N} **WI** Quantitative skills. 4 credits

Robert Linck (Chemistry), Piotr Decowski (Physics), Murray Kiteley (Philosophy [emeritus]), T Th 10:30–11:50 a.m.

FYS 140a Literature and Medicine

This course explores the way in which science and literature intersect by considering the theme of physical and mental illness in a range of genres: fiction, poetry, non-fiction essays and clinical studies. In discussions, oral presentations and written work, we will examine those ways in which the language of one discipline—medicine—complements, counters and illuminates the language of another, allowing us to see the patient as text, and the text as patient. Through an NEH grant, this course will be taught in collaboration with two high school classes; there will be opportunity for optional joint discussions and meetings with those teachers and students. Enrollment limited to 20 first-year students. (E) {L} **WI** 4 credits
Rosetta Cohen (Education and Child Study) and Ann Leone (French Language and Literature), M W F 11 a.m.–12:10 p.m.

The Athletic Program

Director of Athletics

Lynn Oberbillig, M.B.A.

Senior Coaches

Kim Bierwert, B.S., Senior Coach of Swimming and Diving

Carla Coffey, M.A., Senior Coach of Cross Country and Track and Field

Theresa Collins, M.S., Senior Coach of Skiing

Christine Davis, M.S., Senior Coach of Tennis

Bonnie May, M.S., Senior Coach of Softball and Volleyball

Suzanne Payne, M.Ed., Senior Coach of Riding

Judy Strong, B.S., Senior Coach of Field Hockey and Lacrosse

Coaches

Tim Bacon, M.A., Coach of Squash

Jen Chilcott, B.A., Coach of Novice Crew

Petra Farias, B.A., Coach of Basketball and Soccer

Karen Klinger, B.A., Coach of Crew

Sports Medicine Staff

Mary E. O'Carroll, M.S., Senior Athletic Trainer

Louise Goodrum, M.S., Assistant Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, intramural and club levels.

Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 191. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes.

There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's and Men's Athletic Conference (NEW MAC) and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 1998–99, the college will field the following intercollegiate teams:

Basketball. Season: November–March. Practice hours: M T W Th F 4–6 p.m. Petra Farias.

Crew. Season: September–November, January–May. Practice hours: M T W Th F 4–6 p.m. or 6–8 a.m. and as schedules permit. Karen Klinger, head coach, and Jen Chilcott, novice crew coach.

Cross Country. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Carla Coffey.

Field Hockey. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Judy Strong.

Lacrosse. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Judy Strong.

Riding. Season: September–November, February–May. Practice hours: To be arranged. Suzanne Payne.

Skiing. Season: January–March. Practice hours: November–December, M T W Th F 4–6 p.m. Interterm: 8 a.m.–4 p.m. February and March, to be arranged. Theresa Collins.

Soccer. Season: September–November. Practice hours: M T W Th F 4–6 p.m. Petra Farias.

Softball. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Bonnie May.

Squash. Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Tim Bacon.

Swimming and Diving. Season: September–March. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m. Kim Bierwert.

Tennis. Season: September–November, February–April. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Christine Davis.

Track and Field. Season: mid-November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Carla Coffey.

Volleyball. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Bonnie May.

Intramural Athletics and Sport Clubs

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time required by varsity athletics. The focus of the intramural program is on intrahouse competition. The 34 houses vie with friendly rivalry for tournament championships in 3 on 3 basketball, floor hockey, indoor soccer, softball, tennis, volleyball and ultimate Frisbee, and in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon and croquet.

The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fund-raisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Currently, there are 11 clubs: **Badminton, Croquet, Cycling, Fencing, Golf, Ice Hockey, Outing, Rugby, Sailing, Synchronized Swimming and Ultimate Frisbee.**

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Index

- Abbreviations and symbols, explanation of, 67–69
- Absence, leaves of, 54
- Absence from classes, 53
- Academic achievements, prizes and awards, 27–32
- Academic calendar, vi–vii
- Academic course load, 49
- Academic credit, 51–53
- Academic divisions, 65–67
- Academic Honor Code, 10
- Academic program, 7–16
- Academic records, disclosure of, 54
- Academic rules and procedures, 49–55
- Academic societies, 28
- Academic standing, 53
- Accelerated course programs, 10
- Accreditation, iv
- Ada Comstock Scholars Program, 10–11
 - admission, 47
 - fees and expenses, 33–37
 - financial aid, 38–39
 - grading options, 51–52
- Adding or dropping courses, 50
- Administration directory, 397–400
- Admission, 43–47
 - graduate study, 56–57
 - international students, 56–57, 61–62
 - undergraduate study, 43–47
 - Ada Comstock Scholars, 47
 - advanced placement credit, 52
 - application fee, 34
 - deadline dates, 45
 - entrance tests, 43–44
 - health form, 22
 - interview, 45
 - international students, 46
 - secondary school preparation, 43
 - transfer applicants, 46
- Admission, to courses requiring special permission, 49–50
- Advanced placement, 52
 - toward requirements, 52
- Advanced standing, 43, 52
- Advising, 9–10
 - career, 21
 - engineering, 9, 175
 - minor advisers, 9
 - prebusiness, 10
 - prelaw, 10
 - premajor and major advisers, 9
 - premedical and prehealth professions, 10, 119
- African studies, Five College certificate in, 358
- Afro-American studies, 70–74
- Age of majority, 54
- Ainsworth/Scott Gymnasiums, 20
 - hours, 20
- Alumnae
 - networking, 21
 - support, 39
- Alumnae Association
 - officers, 401
- Alumnae Gymnasium, 2, 17
- American College Testing Program, 43–44
- American studies, 75–78
 - diploma in, 62
- Amherst College
 - cooperative program with, 11, 16, 17
 - Twelve College Exchange, 16
 - cooperative Ph.D. program, 56, 61
- Ancient studies, 79–80
- Anthropology, 81–85
- Application for admission
 - graduate study, 56–57
 - nondegree studies, 61–62
 - undergraduate study, 44
- Archaeology, 86
- Architecture and landscape architecture courses. *See* Art.
- Art, 87–101
- Art Library, 18
 - hours, 18
- Art museum, 18–19
 - hours, 19
- Assistantships, graduate, 63–64
- Associated Kyoto Program, 15
- Astronomy, 102–106
- Athletic facilities, 20

- Athletic fields, 20
Athletic program, 20, 21, 367–368
 See also Exercise and sport studies.
Athletics, 21, 367–368
Auditing
 community: nonmatriculated students,
 11, 50
 fees for nonmatriculated students, 34
 matriculated students, 50
Awards, 27–32

Bachelor of arts degree, 49
Bacteriology. *See* Biological sciences.
Berenson Dance Studio, 19
Biblical literature. *See* Religion and biblical literature.
Biochemistry, 107–108
Biological sciences, 109–119
 master's degree, 58
Black colleges, study at, 16
Board of counselors, 370
Board of trustees, 369
Boathouse, 20
Botanic gardens, 18
Botany. *See* Biological sciences.
Bowdoin, study at, 16
Burton Hall, 2, 18
Burton, Marion LeRoy, 2

Calendar, academic, vi–vii
Campus jobs, 39
Career counseling, 21
Career Development Office, 21
Career resource library, 21
Catholic chaplain, 22
Center for Foreign Languages and Cultures, 19
 hours, 19
Certificate of Graduate Studies, 56, 61–62
Changes in course registration
 graduate, 64
 undergraduate, 50
Chaplains, 22
Chemical engineering, 175
Chemistry, 120–124
Chemistry lab fee, 35
Child study. *See* Education and child study.
Chinese. *See* East Asian studies.
Churches, 22
Civil engineering, 175
Clark Science Center, 18
Clarke School for the Deaf, 60
Class schedule chart, inside back cover
Classical languages and literatures, 125–128
Classics program, Intercollegiate Center for
 Classical Studies in Rome, 15
College Archives, 17
College Board tests, 43–44
College physician, 21–22
College Scholarship Service, 37–38
Committees, 370, 400–401
Comparative literature, 129–133
Computer engineering, 175
Computer facilities, 19–20
Computer science, 134–138
Confidentiality
 of medical records, 21–22
 of student records, 54
Connecticut College, study at, 16
Consortial Study Abroad Programs, 14–15
Continuation fee, 35
Continuing education. *See* Ada
 Comstock Scholars Program;
 nonmatriculated students.
Contractual limitations, 37
Conway, Jill Ker, 3–4, 370
Cooperative programs with other institutions, 11
Córdoba, study abroad, 15
Counselors, board of, 370
Counseling
 career, 21
 personal, 21–22
 religious, 22
Course enrollments, Five College, 51
 summary, 23
Course load, 49
Course numbers, key to, 67–68
Course programs
 accelerated, 10
 honors, 11
 independent study, 11–12, 50
 regular, 7–9, 49
 Smith Scholars, 12
Course registration, 50, 64
Courses, election of, 49–51
Courses of study, 65–368
Courses requiring permission,
 admission to, 49–50
Course symbols, designations, abbreviations,
 explanation of, 67–69

Credit

- academic, 51–53
- advanced placement, 52
- earned before matriculation, 52
- internships, 11–12, 50
- interterm, 52–53
- shortage, 52
- summer school, 52

Cross country course, 20

Culture, health and science, Five College Certificate in, 359

Curricular requirements and expectations, 8

Curriculum, 7–8

Dance, 139–147

- facilities, 19
- master's degree, 60

Dartmouth, study at, 16

Davis, Herbert, 2

Deadlines

- for admission, 45
- for course changes, 50, 64

Deaf, teaching of the, 60

Dean's List, 28

Deferred entrance to first-year class, 45

Deferred entrance for medical reasons, 46

Degrees, requirements for

- bachelor of arts, 8–9, 49
- doctor of philosophy, 61
- doctor of philosophy, Five College cooperative degree, 56
- master of arts, 57–59
- master of arts in teaching, 59–60
- master of education, 60
- master of education of the deaf, 60
- master of fine arts, 60–61
- master of science in exercise and sport studies, 61
- master/Ph.D. of social work, 61
- satisfactory progress, 53

Departmental Honors Program, 11, 27

Deposits, 34–35

- for graduate students, 63

Dining arrangements, 20

Diploma in American studies, 62

Directions to the college, iv

Dismissal, 53

Divisions, academic, 65–67

Doctors, 21–22

Doctor of philosophy degree, 56, 61

Dormitories. *See* Residential houses for undergraduates.

Dropping or adding courses, 50, 64

Duke Study in China Program, 15

Dunn, Mary Maples, 4, 370

Early Decision Plan, 44

East Asian languages and literatures, 148–153

East Asian studies, 154–157

Economics, 158–165

Education and child study, 166–174

master's degree, 58

Education, master's degree, 60

Election of courses, 49–51

Electrical engineering, 175

Elizabeth Mason Infirmary, 21

Emeriti, 370–374

Engineering, 175–176

English language and literature, 177–187

Enrollment statistics, 23–25

Entrance requirements, 43–44

Environmental Science, 188–189

Ethics, 190

Exercise and sport studies, 191–200

master's degree, 61

Expenses, 33–37

Extended Repayment Plan, 37, 40

Extracurricular activities, 21, 22

Facilities, 17–20

Faculty, 370–397

Five College, 349–357

Family Education Loans, 39, 41–42

Fees and expenses, 33–37

contractual limitations, 37

graduate study, 62–63

Junior Year Abroad, 12–13

Twelve College Exchange, 16

Fellowships, teaching, 63–64

Fields of knowledge, seven major, 7–8

abbreviations in course listings, 69

Film studies, 201–204

Financial aid, 37–42, 63–64

Ada Comstock Scholars, 38–39

campus jobs, 39

graduate students, 63–64

grants, 39–40

loans, 39, 41–42

toll-free information number, 40

transfer students, 38

- work-study, 39
- Financial obligation, 37
- Fine arts center, 18–19
- Fine arts, master's degree, 60
- First Group Scholars, 27–28
- First Year Seminars, 364–366
- Five College Certificate Programs, 9
 - African studies, 358
 - Culture, Health and Science, 359
 - International relations, 360
 - Latin American studies, 361
 - Middle East studies, 362
- Five College Cooperation, 11
 - course enrollment, 51
 - course interchange, 11
 - course offerings, 349–357
 - course regulations, 51
- Five College faculty, 349–357
- Five College Self-Instructional Language Program, 363
- Florence, study abroad, 13–14
- Foreign language literature courses in translation, 205
- Foreign students. *See* International students.
- Foreign study programs, 12–16
- France, study abroad, 14
- French language and literature, 206–212
- Geneva, study abroad, 14
- Geographical distribution of students, 24
- Geology, 213–216
- German studies, 217–221
- Germany, study abroad, 14
- Government, 222–232
- Grading options, 51–52
- Graduate study, 56–64
 - admission, 56–57
 - enrollments, 23
 - international students, 56–57, 61–62
- Graduation rate, 23
- Graduation requirements, 8–9, 49
- Graham Hall, 18
- Grants, 39–40
 - named and restricted, 40
- Greek courses, 125–126
- Greene, John M., 1
- Greenhouses, 18
- Gymnasium, 20
 - hours, 20
- Hallie Flanagan Studio Theatre, 19
- Hamburg, study abroad, 14
- Hampshire College
 - cooperative program with, 11
 - cooperative Ph.D., 56
- Health educator, 22
- Health insurance, 21–22, 34, 62
 - for graduate students, 62
- Health professions advising, 10
- Health professions program, 119
- Health regulations, 21–22
- Health Services, 21–22, 62
- Hebrew courses. *See* Religion and biblical literature.
- Helen Hills Chapel, 22
- High school preparation for applicants, 43
- Hillel Foundation, 22
- Hillyer Hall, 18
 - Art Library, 18
- Hispanic studies. *See* Spanish and Portuguese.
- History, 233–244
- History of the sciences, 245–247
- History of Smith College, 1–6
- Honor code, 10
- Honors program, 11
- Houses, 20–21
 - graduate students, 62
- How to get to Smith, iv
- Human Performance Laboratory, 20
- Independently designed majors, 8
- Independent study, 11–12, 50
 - abroad, 15–16
- Industrial engineering, 175
- Infirmary, 21
- Information Systems, 19–20
- Inpatient services, 21
- Inquiries and visits, v
- Insurance, health, 21–22, 34, 62
 - for graduate students, 62
- Insured Tuition Payment Plan, 40
- Intercollegiate athletics, 367–368
- Intercollegiate Center for Classical Studies in Rome, 15
- Interdepartmental and extradepartmental
 - course offerings, 348
- Interdepartmental majors, 8
 - honors, 11
- Interdepartmental minors, 9
- Interlibrary loan, 17

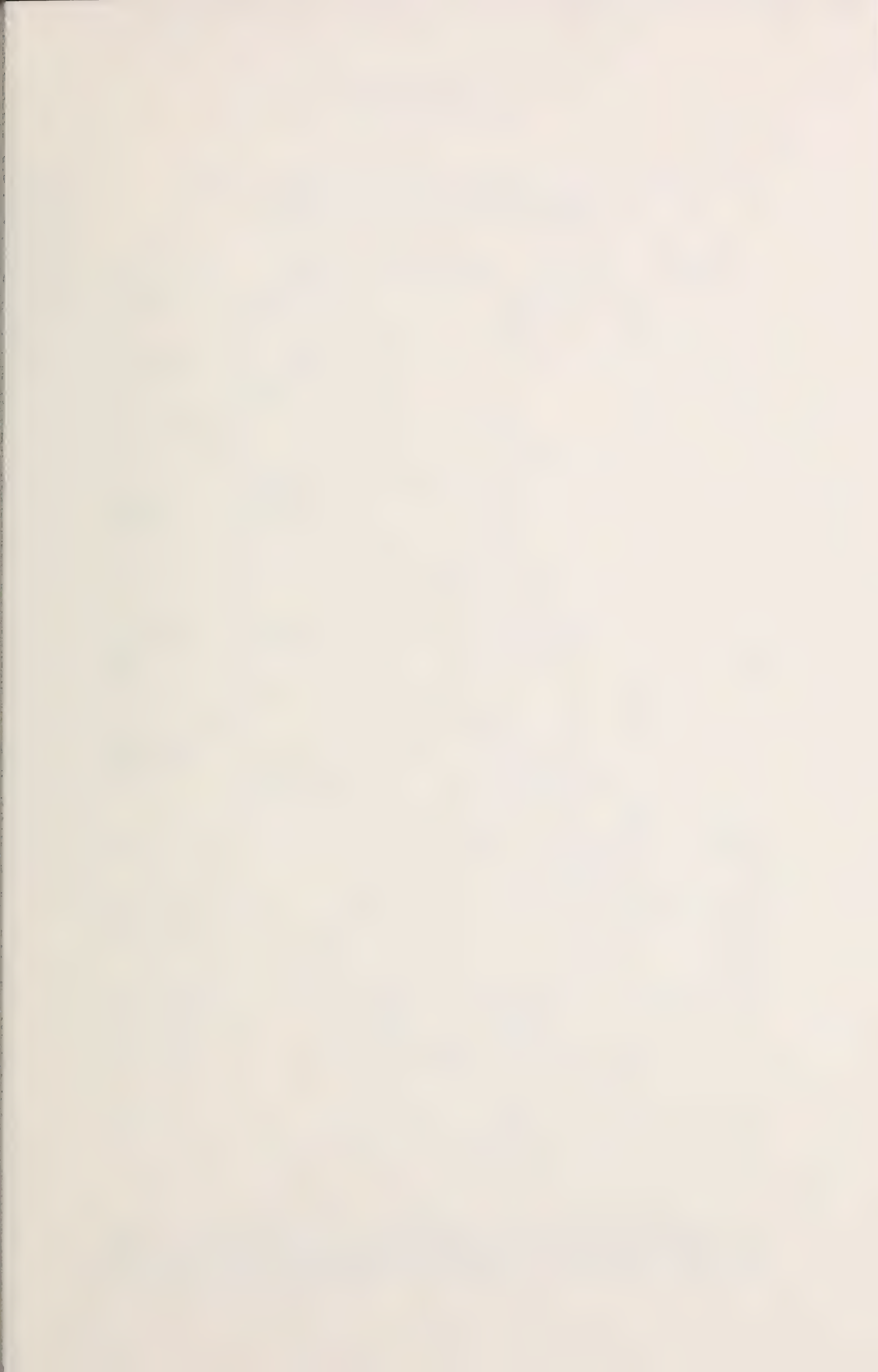
- Intermediate Health Care Facility, 21
- International baccalaureate, 45
- International relations, 248–249
- International Relations Certificate
 - Program, 360
- International students
 - admission, 46
 - admission of graduate, 56–57, 61–62
 - Certificate of Graduate Studies, 56, 61–62
 - Diploma in American Studies, 62
 - financial aid, 46
 - graduate fellowships, 63
 - summary of enrollment, 24
- Internships
 - credit, 11–12, 50
 - career, 21
 - semester in Washington, 16, 232
 - Smithsonian Institution, 16, 77–78
- Interterm, vii
 - credit status, 52–53
- Interterm courses offered for credit, 250
- Interview, for admission applicants, 45
 - career, 21
- Intramural athletics, 21, 367–368
- Italian language and literature, 251–253
 - master's degree, 58
- Italy, study abroad, 13–14
- Jacobson Center for Writing, Teaching and Learning, 20
- Jahnige Social Science Research Center, 19
- Japan, study abroad, 15
- Japanese. *See* East Asian studies.
- Jean Picker Semester-in-Washington Program, 16, 232
- Jewish chaplain, 22
- Jewish studies, 254–256
- Job, campus, 39
 - summer, help with, 21
- Junior Year Abroad Programs, 12–14
 - course loads, 12–13
 - enrollments, 23
 - requirements, 13
- Kennedy professorship, 6
- Kyoto, study abroad, 15
- Landscape architecture. *See* Art.
- Language Laboratory, 19
 - hours, 19
- Late course changes, 50
- Late registration, 50–51
- Latin American and Latino/a studies, 257–259
 - Five College certificate in, 361
- Latin courses, 126–127
- Latin honors, 8, 27, 69
- Leaves of absence, 54
- Liberal arts college, 7
- Libraries, 17–18
 - hours, 18
 - career resource, 21
- Loans
 - graduate study, 63–64
 - undergraduate study, 39, 41–42
- Logic, 260–261
- Lyman Plant House, 18
- Major, 8
- Major fields of knowledge, seven, 7–8
 - abbreviations in course listings, 69
- Majors, enrollment, 25
- Majority, age of, 54
- Mandatory medical leave, 55
- Marine sciences, 262
- Maritime studies, 16
- MassPIRG, 34
- Master of arts programs, 57–59
- Mathematics, 263–268
- McConnell Hall, 18
- Mechanical engineering, 176
- Medical leave of absence, 54–55
- Medical professions program, 119
- Medical services, 21–22
- Medieval studies, 269–271
- Mendenhall Center for the Performing Arts, 19
- Mendenhall, Thomas Corwin, 3, 370
- Microbiology. *See* Biological sciences.
- Microcomputers, 19–20
- Middle East Studies Certificate Program, 362
- Minor, 9
- Mission of Smith College, viii
- Mount Holyoke College
 - cooperative program with, 11, 16
 - cooperative Ph.D. program, 56, 61
 - Twelve College Exchange, 16
- Museum of Art, 18–19
 - hours, 19
- Music, 272–280
 - facilities, 19
 - fees for practical music, 35

- master's degree, 59
- scholarships, 40
- Mystic Seaport Program, 16
- National Theatre Institute, 16
- Neilson, William Allan, 2
- Neilson chair, 5–6
- Neilson Library, 17–18
- Newman Association, 22
- Neuroscience, 281–282
- Nondegree studies, 61–62
- Nondiscrimination policy, inside front cover
 - graduate, 57
- Nonmatriculated students, 11, 50
- Off-campus study programs, 12–16
- Off-campus residence, fee, 35
- Outpatient services, 21–22
- Parent Loans for Undergraduates, 39, 41–42
- Paris, study abroad, 14
- Payment plans, 37, 40
- Pell Grant program, 39
- Performing arts, 19
- Perkins Loan (formerly NDSL), 39
- Permission for course admission, 49–50
- Personal computers, 19–20
- Ph.D. programs, 56, 61
- Phi Beta Kappa Society, 28
- Philosophy, 283–288
- Photography, facilities for, 18
- Physical education, master's program, 61
 - See also* athletic program; exercise and sport studies.
- Physical fitness, 21
- Physics, 289–291
- Placement, advanced, 52
- Political economy, 292
- Political science. *See* Government.
- Pomona-Smith Exchange, 16
- Portuguese, 321–322
 - See also* Spanish and Portuguese.
- Prehealth professions program, 10, 119
- Prelaw advising, 10
- Prebusiness advising, 10
- Premedical professions program, 10, 119
- PRESHCO, 15
- Privacy of student records, 54
- Prizes, 28–32
- Probationary status, 53
- Programa de Estudios Hispánicos en Córdoba, 15
- Protestant chaplain, 22
- Protestant Ecumenical Christian Church, 22
- Psi Chi, 28
- Psychology, 293–300
- Public Policy, 301–302
- Rare Book Room, 17
- Readmission, 55
- Refunds, withdrawal, 36–37
 - Junior Year Abroad, 13
- Registration, course, 50, 64
 - late fee, 51
- Regular Decision Plan, 44
- Religion and biblical literature, 303–311
 - master's degree, 59
- Religious expression, 22
- Repeating courses, 53
- Required course work for graduate students, 64
- Requirements
 - for admission, 43–44
 - for completion of course work, graduate, 64
 - for the degree, 49
 - advanced placement credit toward, 52
 - residence
 - graduate, 57
 - transfer, 46
 - undergraduate, 49
- Research, career, 21
- Research fellowship, 63–64
- Research, scientific, 18
 - social science center, 19
- Residence requirements, 49
 - for graduate students, 57
- Residential houses for undergraduates, 20–21
- Résumés, 21
- Riding lessons, fees for, 35
- Rome (ICCS), study abroad, 15
- Room and board, 33
 - Ada Comstock Scholars, 34
 - graduate students, 63
 - undergraduates, 33
 - refund policy, 36–37
- Russia, study abroad, 15
- Russian language and literature, 312–314
- Sabin-Reed Hall, 18
- Sage Hall, 19
- Satisfactory progress toward degree, 53
- Satisfactory/unsatisfactory grading option, 51–52

- SATs, 43–44
- Schedule of class times, inside back cover
- Scholarships, 39–40
 - graduate, 63
- Science Center, 18
- Science courses for beginning students, 315
- Science Library, 18
 - hours, 18
- Scott Gymnasium, 20
- Secondary-school preparation, 43
- Seelye, Laureus Clark, 1–2
- Semester-in-Washington Program, 16, 232
- Semesters, vi–vii
 - course program, 49
- Seminars, admission to, 49
- Senior year, credit requirements for
 - entering, 52
- Separation from the college, 53
- Seven major fields of knowledge, 7–8
 - abbreviations in course listings, 69
- Shortage of credits, 52
- Sigma Xi, Society of the, 28
- Simmons, Ruth J., 4, 369, 370, 397
- Smith, Sophia, viii, 1
- Smith Scholars Program, 12
- Smithsonian Institution internship, 16, 77–78
- Social Science Research Center, 19
- Social work, master/Ph.D. of, 61
- Sociology, 316–320
- Sophia Smith Collection, 17
- South India Term Abroad, 15
- Spanish and Portuguese, 321–329
- Spanish-speaking countries, foreign study
 - in, 15
- Special Studies, admission to, 49
- Sports, 20, 191–200, 367–368
- Squash courts, 20
- Standardized tests
 - for admission, 43–44
 - for graduate applicants, 56–57
- Stafford Loans, 39
- Student Counseling Service, 21–22
- Student Government Association, 17, 34
 - activities fee, 33, 34
- Student housing, 20–21
- Student-initiated courses, 50
- Student organizations, religious, 22
- Students
 - enrollment statistics, 23
 - geographical distribution, 24
- Studio art fees, 35
- Study abroad, 12–16
- Study at Historically Black Colleges, 16
- Summer courses, credit for, 10, 52
- Summer jobs, help finding, 21
- Supplemental Educational Opportunity
 - Grants, 39
- Swimming pool, 20
- Switzerland, study abroad, 14
- Symbols and abbreviations, explanations
 - of, 67–69
- Teacher certification, 166, 172–174
- Teaching fellowships, 63–64
- Teaching, master of arts in, 59–60
- Ten-Month Payment Plan, 40
- Tennis courts, 20
- Theatre, 330–337
 - master of fine arts in playwriting, 60–61
- Theatre building, 19
- Third World development studies, 338–339
- Toll-free number for information
 - about financial aid, 40
- Track, 20
- Transfer students
 - admission, 46
 - financial aid, 38
- Trinity, study at, 16
- Trustees, board of, 369
- Tryon Hall, 18
- Tuition
 - for graduate students, 62–63
 - grants to area students, 40
 - payment plans, 37, 40
 - refund policy, 36–37
- Twelve College Exchange Program, 16
- TV studio, 19
- University of Massachusetts
 - cooperative Ph.D. program, 56, 61
 - cooperative program with, 11
- Urban studies, 340
- Vacations, academic, vi–vii
- Vassar, study at, 16
- Visiting Student Program, 46–47
- Visits to the college, v
- Wallfisch, Ernst, music scholarship, 40
- Washington intern programs, 16, 232

- Weight training room, 20
- Wellesley, study at, 16
- Werner Josten Library, 19
 - hours, 19
- Wesleyan, study at, 16
- Wheaton, study at, 16
- William Allan Neilson Library, 17–18
- Williams, study at, 16
- Williams–Mystic Seaport Program in
 - American Maritime Studies, 16
- Withdrawal from the college
 - Junior Year Abroad Programs, 13
 - medical, 54–55
 - personal, 54
 - refund policy, 36–37
- Women's studies, 341–347
- Work-study program, 39
- Wright, Benjamin Fletcher, 3
- Wright Hall, 19
- Writing assistance, 20
- Writing courses, 177–178, 185–186
- Writing requirements, 8
- Zoology. *See* Biological sciences.







Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Monday	Tuesday	Wednesday	Thursday	Friday
8-8:50 a.m. A	8-8:50 a.m. A+	A	8-8:50 a.m. B+	A
9-9:50 a.m. B	9-10:20 a.m. G	B	G	B
10-10:50 a.m. C		C		C
11 a.m.-12:10 p.m. D	10:30-11:50 a.m. H	D	H	D
1:10-2:30 p.m. E†	1-2:50 p.m. J	E†	1-2:50 p.m. L	E†
2:40-4 p.m. F‡	3-4:50 p.m. K		3-4:50 p.m. M	
		F‡		F‡
			4-4:50 p.m. C+	

4:50 p.m.

7:30-9:30 p.m. X*	7:30-8:20 p.m. W		7:30-9:30 p.m. Y*	W		
		**			Z*	**

- † Additional meeting times for A, B, and C blocks, as noted in course listings
- ‡ A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.
- * A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.
- ** Reserved for activities and events.

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